MENTORING PROGRAM TO DEVELOP STUDENTS' ENGLISH LANGUAGE PROFICIENCY: A CASE STUDY AT NURUL JADID ISLAMIC INSTITUTE PROBOLINGGO

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S. Pd) in Teaching English



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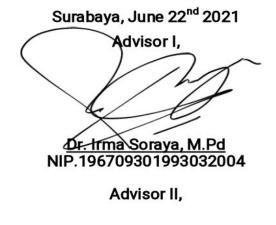
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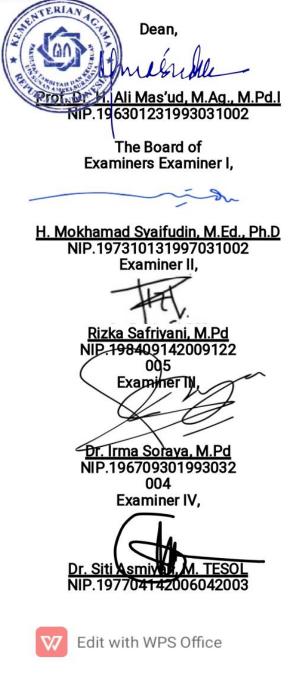






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ABSTRACT

Tamam, A.F. (2021). Mentoring Program to Develop Students' English Language Proficiency: A Case Study at Nurul Jadid Islamic Institute Probolinggo. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya, Surabaya.
Supervisor I: Dr. Irma Soraya, M. Pd. Supervisor 2 II: Dr. Siti Asmiyah, M. TESOL

Key word: Mentoring, Mentor, Mentee, FLDI Nurul Jadid Islamic Institute Mentoring is believed as an activity that can help individuals develop their skill and obtain new insights and experiences for both of the mentor and the mentee. Previous studies in mentoring indicated that mentoring is usually done by a professional mentor, and it is considered essential to also explore how mentoring is run by a mentor who is non-professional. Thereby, this qualitative study investigated a formal mentoring program in English language teaching context at FLDI Nurul Jadid Islamic Institute. The mentoring in the institute is to develop the students' English language proficiency. As a case, as at FLDI Nurul Jadid Islamic Institute the mentors are in the same position as non-professionals as the mentees, different from other existing mentoring programs. FLDI (Foreign Language Development Institute) is a non-formal educational institution at Nurul Jadid Islamic Institute Probolinggo equipped with an English institution that runs a mentoring program to develop the students' proficiency in English. This study used observation, interview and test to collect the data. The findings indicated that FLDI Nurul Jadid Islamic Institute has no specific design for the mentoring program. Each pair of mentorsmentees at FLDI Nurul Jadid Islamic Institute is handed to design their own mentoring process. FLDI Nurul Jadid Islamic Institute has three levels in dividing the mentees level for their English proficiency; elementary, intermediate, and advanced levels. For the mentees' English language proficiency development, FLDI Nurul Jadid Islamic Institute succeeded to develop the mentee's English language proficiency development though one mentee does not have the same and fast development to another. These findings imply that the mentoring program by non-professionals designed at FLDI Nurul Jadid Islamic Institute succeeded in the mentees' English Language Proficiency. This design of peerdeveloping mentoring can be a reference for other education institutions in developing the English proficiency of their students.

ABSTRAK

Tamam, A.F. (2021). Mentoring Program to Develop Students' English Language Proficiency: A Case Study at Nurul Jadid Islamic Institute Probolinggo. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya, Surabaya. Pembimbing I: Dr. Irma Soraya, M. Pd. Pembimbing II: Dr. Siti Asmiyah, M. TESOL

Kata kunci: Pendampingan, Mentor, Mentee, FLDI Nurul Jadid Islamic Institute Pendampingan diyakini sebagai kegiatan yang dapat membantu individu mengembangkan keterampilan dan memperoleh wawasan dan pengalaman baru bagi mentor maupun mentee. Studi-studi sebelumnya dalam pendampingan menunjukkan bahwa pendampingan biasanya dilakukan oleh seorang mentor dan dianggap penting juga untuk menyelidiki bagaimana professional, pendampingan yang dilakukan oleh seorang mentor yang non-profesional. Oleh karena itu, penelitian kualitatif ini mengkaji program pendampingan formal dalam konteks pengajaran Bahasa Inggris di FLDI Nurul Jadid Islamic Institute. pendampingan di lembaga ini adalah untuk mengembangkan kemampuan Bahasa inggris siswa. Di FLDI Nurul Jadid Islamic Institute para mentor berada pada posisi yang sama sebagai non-profesional seperti menteenya, berbeda dengan program pendampingan lain yang ada. LPBA (Lembaga pengembangan Bahasa Asing) adalah lembaga pendidikan non-formal di Pondok Pesantren Nurul Jadid Probolinggo yang dilengkapi dengan Lembaga Bahasa Inggris yang menjalankan program pendampingan untuk mengembangkan kecakapan Bahasa Inggris siswanya. Penelitian ini menggunakan observasi, wawancara dan tes untuk mengumpulkan data. Temuannya menunjukkan bahwa FLDI Nurul Jadid Islamic Institute tidak memiliki desain khusus untuk program pendampingan. Setiap pasangan mentor-mentee di FLDI Nurul Jadid Islamic Institute diserahkan untuk merancang proses pendampingan mereka sendiri. FLDI Nurul Jadid Islamic Institute memiliki tiga tingkatan dalam membagi tingkat kecakapan Bahasa Inggris menteenya; tingkat dasar, menengah, dan lanjutan. Untuk pengembangan kemampuan Bahasa Inggris mentee, FLDI Nurul Jadid Islamic Institute berhasil mengembangkan kemampuan bahasa Inggris mentee meskipun satu mentee tidak memiliki perkembangan yang sama dan cepat seperti mentee yang lain. Temuan ini menyiratkan bahwa program pendampingan oleh non-profesional yang dirancang di FLDI Nurul Jadid Islamic Institute berhasil mengembangkan kemahiran Bahasa Inggris para mentee. Desain ini dapat menjadi acuan bagi institusi pendidikan lain dalam mengembangkan kemampuan Bahasa Inggris siswanya.

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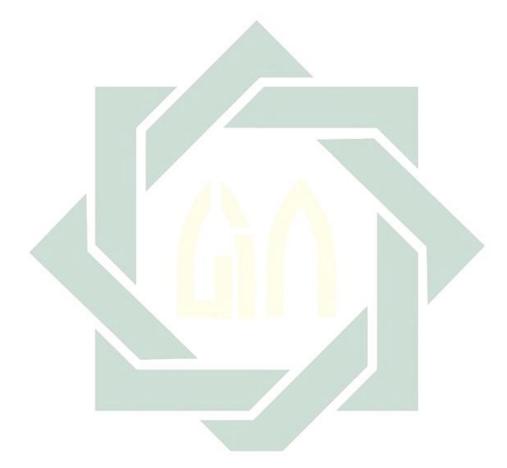
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LIST OF ABBREVIATION

- 1. FLDI : Foreign Language Development Institute
- 2. NATO : Nahdatut Tholabah
- 3. ASHA : America Speech Language Hearing Association



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CHAPTER I INTRODUCTION

A. Background of Study

Mentoring is recently very popular in Indonesia, either virtual or non-virtual. Mentoring is the process of guiding by mentor to mentees. Mentor is defined as a person with professional and life experience who approves to help mentees in developing their goals, skills, and competencies.¹ Meanwhile, a mentee is defined as someone who receives help and guidance from a mentor to achieve their goals.² Cited from the *Mentoring Guidelines* book, mentoring is an essential program to help mentees develop themselves more effectively and to build their confidence and support, which they will be able to take control to each of their own development and work.³ In short, mentoring is a guidance process from an experienced person (mentor) to the less experienced one (mentee).

Mentoring programs are excessively used because having a mentor is so beneficial for the mentees' progress of development. Rampton has outlined the two significance of mentoring. First, mentees can obtain new knowledge, skills, and experiences from their mentors. Second, mentoring gives professional socialization and personal support to loosen up the mentees' success in graduate school level and exceed.⁴ Rampton also has added that excellent mentoring can heighten the mentees' chances for success. In addition, having a mentor can help the mentees' resolve challenges, and mentors can also be the support system for the mentees'

¹L'InstitutD'Assurance DU Canada. (2017). *The Mentor and Mentee*. Retrieved from <u>https://www.insuranceinstitute.ca/fr/Mentoring/about-mentorring/mentor-mentee</u> ²Ibid, 1

³Manchester Metropolitan University. *Mentoring Guidelines*. (Manchester: Human Resources Organizational Development Training and Diversity). 3.

⁴Rampton, J. (2016). *Ten Reasons Why A Mentor is A Must. Inc.* Retrieved from <u>https://www.inc.com/john-rampton/10-reasons-why-a-mentor-is-a-must.html</u>

personal and professional lives.⁵ By this, a mentoring program can be a booster for someone's progress either in academic or non-academic life.

Some studies on the implementation of mentoring have been widely researched in the last eight years. Research by Irby et alainly focused on mentoring on professional development in institutions such as companies, universities, and schools.⁶ Another mentoring research was by Kahraman and Kuzu focusing on the e-mentoring approach to support pre-service teachers' professional development of information technologies.⁷ Castanheira's research had focused on a mentoring that can foster the professional development of educators,⁸ while Delaney's research had focused on the impact of mentoring for professional development of language teachers.⁹ Those four researches took the context for professional academics. Irby et al. ¹⁰ had the respondents from the direct mentoring approach, while Kahraman and Kuzu from e-mentoring approach. Those four researches mainly covered how mentoring programs that are done by professional academics influence the mentor and mentees' academic professional development.

Research on the implementation of mentoring programs to foster academic performance development had also been widely carried out. For the example, research by Houghty, Siswadi, and Mambu mainly focused on the benefits of the

⁵Poth, R. D. (2019). *The Importance of Being a Mentor and Having a Mentor*. Retrieved from <u>https://www.gettingsmart.com/2019/02/the-importance-of-being-a-mentor-and-having-a-mentor/</u>

⁶Beverly J. Irby, Julia Lynch, Jennifer Boswell & Kimberly Kappler Hewitt. (2017). *Mentoring as professional development, Mentoring & Tutoring: Partnership in Learning.* https://doi.org/10.1080/13611267.2017.1312895

⁷Kahraman, M., Kuzu, A. (2016). E-Mentoring for Professional Development of Pre-Service Teachers: A Case Study. *Turkish Online Journal of Distance Education-TOJDE*. Vol 1 (3)

⁸Castanheira, P. (2016). Mentoring for Educators' Professional Learning and Development: A Meta-Synthesis of IJMCE volumes 1-4. *International Journal of Mentoring and Coaching in Education*. Vol.5, No.4, pp. 334-346

⁹Delaney, Y.A. (2012). Research on Mentoring Language Teachers: Its Role in Language Education. *Foreign Language Annals*, Vol. 45, Iss. S1, pp. S184–S202.

¹⁰lbid, 6

mentoring program in the nursing school at UPH (Universitas Pelita Harapan),¹¹ while research by Ismail and Jui mainly focused on the relationship between mentoring programs and mentees' academic performance of undergraduate students in Malaysian institutions of higher learning in Sarawak.¹² A research on mentoring by Leidenfrost et al. focused on the effects of different mentoring styles on mentee academic performance after 1 year and 2 years of study at university, specifically in Psychology major.¹³ These three previous researches mainly covered the effects of mentoring toward the mentee's academic performance development.

Those previous studies covered mentoring programs for professional and academic performance development, in which the mentors have 1-3 higher levels of professional position from the mentees. Yet, researches have not covered how mentoring program processes that are done by non-professionals, such as mentoring by student to students in an Islamic institution (*Pesantren*) can develop the mentees English Language Proficiency. This study aims to explore the mentoring program process at Foreign Language Development Institute (FLDI) Nurul Jadid Islamic Institute. Foreign Language Development Institute (FLDI) is a non-formal educational institution at Nurul Jadid Islamic Institute Probolinggo that has two institutions for foreign language; those are English and Arabic institutions. In the English institution, FLDI implements English mentoring programs to the students, and also embeds with some supporting extracurricular activities such as debate,

¹¹Houghty, G. S., Siswadi, Y., & Mambu, R (2019). Manfaat Dari Program Mentoring di FakultasKeperawatan dan Ilmu Kesehatan Universitas Pelita Harapan [The Benefits of a Mentoring Program in The School of Nursing at Universitas Pelita Harapan]. *POLYGLOT: JurnallImiah*. Vol 15, No 1 (93 – 106)

¹²Ismail, A., Jui, M. K. K. (2014). The Role of Mentoring Program in Enhancing Mentees' Academic Performance. *Journal of Education and Learning*. Vol.8 (1) pp. 13-22

¹³Leidenfrost, B., Strassing, B., Schutz, M., Christian-Carbon, C., &Schabman, A. (2014). The Impact of Peer Mentoring on Mentee Academic Performance: Is Any Mentoring Style Better than No Mentoring at All? *International Journal of Teaching and Learning in Higher Education*. Volume 26, Number 1, (102-111)

storytelling, discussion, translation, composition, speech, and many more activities to maximize the students' development in English skills and insight. In addition, at the FLDI English institution, English is the only one language used for communication among the members. In the past five years, FLDI Nurul Jadid Islamic Institute often wins some English competitions, such as storytelling, speech, and debate competitions. This peer-mentoring or mentoring by non-professional at the institute builds a case worth investigating. This is because different from existing mentoring programs conducted for and by professionals, the mentoring in this education institution is conducted by peers and non-professionals. This study focuses on the design of the mentoring program, especially for the various activities of mentoring program process that are done by student to student at the English institution of FLDI Nurul Jadid Islamic Institute. Also, this study covers the language development that is obtained by the mentees from the implementation of mentoring design at the English institution of FLDI Nurul Jadid Islamic Institute during the mentoring program process, especially for the English language proficiency development.

B. Research Questions

- 1. How is the design of the mentoring program at FLDI Nurul Jadid Islamic Institute?
- How is the students' English language proficiency development at FLDI Nurul Jadid Islamic Institute?

C. Objectives of the Research

- To investigate the design of mentoring program at FLDI Nurul Jadid Islamic Institute
- To explore students' English Language Proficiency at FLDI Nurul Jadid Islamic Institute

D. Significance of the Research

1. Teacher

This study is expected to provide information for teachers in treating their students based on the students' previous knowledge and skills, in which teachers can be able to see how the differences in the abilities of mentoring and non-mentoring students are. So, teachers will not give the same treatment to all students. English teachers may also adopt this peer mentoring program to facilitate their students' English development.

2. Students

This study is also expected to give useful information for students about the benefits of mentoring and having mentors. By the information from this study about the benefits of mentoring toward the mentees' English language proficiency development, students can be motivated to mentor or involve themselves in a mentoring program for their knowledge and skills development, especially for their English proficiency development.

3. Future Mentors and Mentees

This study is also to give information for all future mentors and mentees about their own obligations and responsibilities. Also, future mentors and mentees can be able to know some ways to be good mentors and mentees from the information of this study.

4. Islamic Institutes (*Pesantrens*)

The result of this study is expected to give useful information to help Islamic institutes (*pesantrens*) to develop either their formal or informal educations/programs especially for the English Program. From the result of this study, *pesantrens* can be able to know how Nurul Jadid Islamic Institute is able to have a good design for English mentoring program in one of the informal educations there, Foreign Language Development Institute.

5. Future Researcher

The result of this study is also to give useful information to future researchers that want to have research in the mentoring aspect, especially a mentoring in education field that focuses on English mentoring programs. This result can be reference for future researchers either for finding gaps or gaining deep information about English mentoring programs. For instance, future researchers can have research on the future impacts or challenges in an English mentoring program by non-professionals.

E. Scope and Limitation

This study has some foci on the scope of the design of mentoring program at FLDI Nurul Jadid Islamic Institute, and the English language proficiency development of the mentees at FLDI Nurul Jadid Islamic Institute. As the mentoring program is under the auspices of FLDI Nurul Jadid Islamic Institute, this study limits the mentoring program at FLDI Nurul Jadid Islamic Institute to the formal mentoring type program based on the theory of Philips-Jones.¹⁴ Also, this study limits the mentoring at FLDI Nurul Jadid Islamic Institute only to the mentoring in the English institution. For the English language proficiency level, this study limits to the six references of English language proficiency levels that are widely accepted as the global standard for grading an individual's language proficiency. Those are A1, A2, B1, B2, C1, and C2.¹⁵

F. Definition of Key Terms

1. Mentoring Program

Mentoring program is an activity of the sharing of knowledge, skills, and experiences by a mentor to mentees. Appelbaum, Ritchie & Shapiro define mentoring as dynamic and developmental relationship under the trust and

 ¹⁴Phillips-Jones, L. (2003). *The Mentor's Guide: How to Be the Kind of Mentor You Once Had or Wish You'd Had*. CCC/The Mentoring Group, 13560 Mesa Drive, Grass Valley, CA 95949, 530.268.1146
 ¹⁵ European Framework of Reference for Languages. Retrieved from https://www.cambridgeenglish.org

reciprocity between both mentor and mentees, which aims to lead the enhancement of junior members' psychological growth and career advancement and to achieve mutual benefits for both mentor and mentees and the organization as well.¹⁶ This study defines mentoring as a daily guidance activity related to English language development by the third-year students to first and second year students at FLDI Nurul Jadid Islamic Institute Probolinggo. The mentoring program includes enrichment programs such as debate, storytelling, news reading, composition, and translation activities.

2. Mentor

Mentor is defined as a person with professional and life experience who approves to help mentees in developing their goals, skills, and competencies.¹⁷ In this study, a mentor is defined as senior students who give guidance to younger students at FLDI Nurul Jadid Islamic Institute whose purpose is to develop their English Language Proficiency.

3. Mentees

Mentees are individuals who are under the guidance of people who have specific skills, knowledge, and more experience. Mentee is defined as someone who receives help and guidance from a mentor to achieve their goals.¹⁸ This study defines mentees as students who are under guidance of senior students who have more skills, knowledge, and experiences at FLDI Nurul Jadid Islamic Institute.

4. English Language Proficiency

English language proficiency is individuals' capability in mastering English.¹⁹ This study defines English language proficiency as the level of

¹⁸ Ibid,1

¹⁶Appelbaum, S.H., Ritchie, S. & Shapiro, T. (1994). Mentoring Revisited: An Organizational Behavior Construct. *Journal of Management Development*, 13 (4), 62-72.

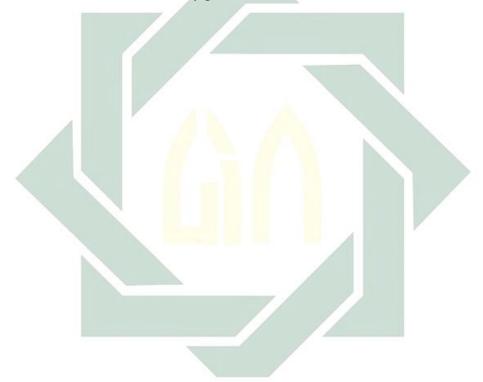
¹⁷ Ibid, 1

¹⁹University of Southern Queensland. 2018. *English Language Proficiency*. Retrieved from <u>https://policy.usq.edu.au/documents/161460PL</u>

capability of first- and second-year students (mentees) in mastering English at FLDI Nurul Jadid Islamic Institute.

5. Non-Professional

Professional refers to two things, to a person who holds a profession, and to the appearance of a person in doing her or his job according to their profession. Meanwhile, non-professional refers to an amateur.²⁰ This study defines non-professionals to students of FLDI Nurul Jadid Islamic Institute as amateurs that do not hold any professions.



²⁰ Satori, D. 2007. *Profesi Keguruan.* Jakarta: Universitas Terbuka.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1) Mentoring

a). Definition of Mentoring

Mentoring is a relationship of two sides, the experienced one with the less experienced one to foster the development and the growth of the less experienced one, or a junior employee to be a professional.²¹ Mentoring is also considered as a relationship of two individuals that is built based on trust and mutual relationship, both for the mentors-mentees, and the organization.²² In short, mentoring is a guidance activity which involves someone who has specific skills, knowledge and more experiences (mentor) with less experienced individuals (mentees).

Mentoring can be done for all aspects of development. It depends on the goals of the mentoring program that have been negotiated by the mentor and mentees. For example, mentoring is aimed to develop professional development in the workforce , to develop academic performance in the education field, for professional leaders in organization, and for a professional career of the mentees' success in the future. To emphasize, mentoring could also increase career attainment, job satisfaction, and organizational commitment.²³ In short, mentoring is beneficial for the mentees' professional development as there is various guidance by mentors to mentees for the mentees' skills, goals, competencies, and even future career.

b). Roles of Mentor and Mentees

Experts and scholars have various points of views in seeing the roles of mentors. Generally, as mentoring is a guidance activity, it cannot be denied that the

²² Ibid, 5

²¹Scandura, T.A. & Williams, E.A. (2002). *Formal Mentoring: The promise and The Precipice*. In C.L. Cooper & R.J. Burke (Eds.). The new world of work: Challenges and opportunities, 49-74. Oxford: Blackwell.

²³Ibid,8

very first obligation that a mentor should do is giving guidance. The important elements that a mentor must do are listening and questioning.²⁴ This means that mentors should role themselves to be good listeners and questioners to the mentees. Most of experts such as Shaw ²⁵, and Wilkin ²⁶ emphasize that giving guidance, advice and counsel to the mentees are the most important mentor's roles. Roles of mentor are to help the mentees to review, identify strengths and areas for further development, develop skills and understanding of the mentees, and to plan then implement the mentees' professional development.²⁷ As mentoring involves a who is older than the mentees, this cannot be denied that mentor should mentor also be advisor and environment counselor to the mentees. Mentor also needs to pass on the mentees' skills, gives assistance to the mentees, and to solve problems and provide personal support and motivation for the mentees.²⁸ Mentor's roles in general are such as supplying resources and opportunities for the mentees' development, assisting the mentees in setting superior but achievable goals, creating realistic plans, monitoring mentees' progress, and providing the feedback to mentees.²⁹ From those various roles of mentor that are defined by experts, the most important thing that should be highlighted is that mentor is usually older than the mentees, but this does not necessarily allow mentor implementing seniority and committing violence during the mentoring program. Mentor should be a good listener and supporter for the mentees.

On the other side, mentees as individuals who are involved in the mentoring will have their own roles as well to loosen up the goals of the mentoring program.

Buckingham: Open University Press.

²⁶Wilkin, M. (1992). *Mentoring in Schools*. London: Kogan Page.
 ²⁷ Ibid, 11

²⁴Brown, R. D., &Krager, L. (1985). Ethical Issues in Graduate Education: Faculty and Student Responsibilities. *Journal of Higher Education*, 56(4), 403-418.

²⁵Shaw, R. (1992). Can Mentoring Raise Achievement in Schools? In Brooks, V. and Sikes, P. (1997). *The Good Mentor Guide- Initial Teacher Education in Secondary Schools*.

 ²⁸Carter, S., & Lewis, G. (1994). Successful Mentoring in a Week. London: Headway
 ²⁹Smith, R. (1989). Research Degrees and Supervision in Polytechnics. Journal of Further and Higher Education, 13(1), 76-83.

Encouraging and assisting mentees for their growth, development, and career aspirations are the main objectives of mentoring.³⁰ As already mentioned, mentoring can be done in all aspects which depend on the goals of the mentoring program that have been negotiated by the mentor and mentees, this means that some mentoring programs design might be different one to another due to goals of the program.

Cited from America Speech Language Hearing Association (ASHA) website, there are 5 roles of being mentees; those are driver of relationship, development planner, resource partner, teacher, and continuous learner.³¹ First, mentees are drivers of relationships. This kind of role obligates mentees to be the one who can identify their skills, knowledge, and or goals that they want to achieve during the mentoring program. Then the next thing to do is to communicate with their mentor. Being a driver of relationships also requires mentees to bring any important topic that they think are useful for their development. Second, mentees are development planners. ASHA website also states that mentees have a role to develop and maintain the mentoring action plan and work with their mentors in setting up the goal, developmental activities, and time frames. Third, mentees are resource partners. One of the mentors' roles is to provide the mentees resources³², it is explored in ASHA website that mentees role as resource partner means that mentees are expected to work with their mentor for references, and or resources to use for learning. Mentees are also expected to be able to identify people and information that might be useful for the mentoring program, which is specifically for achieving the goals. Fourth, mentees are teachers. It is stated in ASHA website that mentees role as a teacher is that mentees should be able to share any information to the mentor which might be helpful. Last, mentees are continuous learners. Mentees as

 ³⁰ Danziger, K. (2001). Mentors Can Help Further Your Career. *Internet Week*, 848 (12), 49-51
 ³¹ American Speech-Language-Hearing-Association. *Roles of The Mentee and Mentor*. Retrieved from https://www.asha.org/Students/mentoring/rolement/
 ³² Ibid. 16

continuous learners means that mentees should take very full advantage of the opportunity to learn from the mentor. In other words, mentees should not be satisfied with the knowledge from the mentor; they should always feel curious about knowledge and other things that can help developing themselves, and enriching their knowledge.

There are four same shared cored skills which should either the mentors and mentees have; to listen actively, build trust, encourage, and identify goals & current reality.³³ First point, listening actively means that both mentor and mentees should be a good listener. Second point, building trust requires either mentor or mentees to build and have trust on each other for the success of the mentoring process and to ease achieving the mentoring goals. Third point, encouraging means either mentor or mentee are required to encourage each other such as by giving positive verbal feedback, which is the purpose to have a successful mentoring program. Last, identifying goals & current reality mean that either mentors or mentees are required to have each of their own personal vision, specific goals, and a good grasp for the current reality. This last point is aimed to keep the mentoring process progress on the track that is made at the beginning by the mentor and mentees, so the mentoring program goals and a successful mentoring program can be achieved at the end of the mentoring program.

c). Types of Mentoring

1) Formal Mentoring

There are two types of mentoring that are well known and already been discussed a lot by scholars and experts, they are formal and informal mentoring.³⁴ Formal mentoring is a relationship where an agreement between a mentor and the mentees is authorized by a third party (usually the organization), in which the

³³ Philips-Jones, L. (2003). Skills for Successful Mentoring: *Competencies of Outstanding Mentors and Mentees.*

³⁴Phillips-Jones, L. (2003). *The Mentor's Guide: How to Be the Kind of Mentor You Once Had or Wish You'd Had*. CCC/The Mentoring Group, 13560 Mesa Drive, Grass Valley, CA 95949, 530.268.1146

mentees must trust the mentor in counseling or guiding them in order they can reach their full potential.³⁵

There are six significance points for the approach in a formal mentoring that is outlined by Philips-Jones.³⁶ First, partnerships are specifically arranged. In a formal mentoring type, either mentor or mentees cannot choose who will be their mentor and mentees pairs during the mentoring program. All pairs for mentor and mentees are matched by the coordinator from the organization (third party). Second, the partnerships are temporary. A formal mentoring type only offers a short-term mentoring program which is different from an informal mentoring program that can go on for some years or even decades. Third, the mentees receive most of the help. A formal mentoring type has a main focus on the mentees' goals and development; the mentees will be the one who will receive the most help and advantages. Fourth, the pairs (mentor and mentees) may or may not have *chemistry*. As the mentor and mentees pairs are matched by the coordinator from the third party, some mentor and mentees pairs may not feel chemistry at the beginning. Yet, in a formal mentoring chemistry between mentor and mentees is not counted as necessary. The important thing to consider in a formal mentoring is the mentor's expertise and sincerity in giving guidance and sharing knowledge. A mutual respect between mentor and the mentees is also considered significant in a formal mentoring for the convenience of both mentor and mentees during the mentoring program. Fifth, partnerships are monitored and supported. In a formal mentoring, Coordinator from the third party usually monitors the run of the mentoring process informally. Sixth, Mentees and mentors may participate in some activities designed for them. In a formal mentoring type, it is not only the mentor who can participate in events; mentees are also allowed to participate in events participated by their mentors.

 ³⁵Friday, E., Friday, S.S., & Green, A.L. (2004). A reconceptualization of mentoring and sponsoring.
 Management Decision, 42(5), 628-644.
 ³⁶Ibid. 32

2) Informal Mentoring

Informal mentoring is a relationship that is built after the mentors and mentees have negotiated that the mentees will place themselves in confidence, and the mentor is to counsel or teach the mentees.³⁷ Another definition of informal mentoring is as a self-selected relationship where the relationship is free from formal intervention within the organization.³⁸ An informal mentoring relationship is not built under the auspices of a third party, but rather by a similar interest of both mentor and mentee, which can happen spontaneously.³⁹ This means that informal mentoring allows the mentor and mentees to freely set up their objectives and plans without being distressed by binding regulation by the third party.

2. English Language Proficiency

a) Definition of English Language Proficiency

Oxford Dictionary defines proficiency as "the ability to do something well because of training and practice".⁴⁰ English proficiency is the ability to understand and produce English.⁴¹ In the education field, English Language Proficiency is defined as students' ability in using English language in the forms of spoken and written language. Assessment of English language proficiency is not separated between the spoken and written context. Both spoken and written assessment will have its own role in defining one's English language proficiency.

³⁷ Ibid, 22

³⁸Fagenson, E. A. (1989). The Mentor Advantage: Perceived Career/Job Experiences of Proteges Versus non-Proteges. *Journal of Organizational Behaviour*, 10, 309-320.

³⁹Ragins, B.R. & Cotton, J.L. (1999). Mentor Functions and Outcomes: A Comparison of Men and Women in Formal and Informal Mentoring Relationships. *Journal of AppliedPsychology*, 84, 529-550.

⁴⁰Oxford Dictionary

⁴¹ Mark, C. (2017). *What is English Proficiency*? Retrieved from<u>https://www.quora.com/What -is-</u> English-proficiency/

b) Skills in English Language Proficiency

1. Listening

Listening is a receptive skill, which is an ability to receive and interpret information from the communication process. Most scholars and experts have already mentioned that listening and speaking skills are connected to one another. Cited from Estigas' writing, it is stated by Temple and Gillet that

[l]istening cannot be separated from the expressive aspects of oral communication..., it is impossible to "teach listening" separately from speaking....⁴²

Listening gets more important to master first before speaking because of several reasons. First, people cannot say a word before listening to it. Second, an accurate response by an individual can only happen after listening precisely. Third, listening is considered as a half of the communication process. Fourth, majority information from individuals is obtained through listening. Last, it is more than half of the time that children spend the time in their classroom by listening.⁴³ In short, listening needs to be mastered first before speaking due to the role of listening skill toward other skills.

2. Speaking

Speaking is a productive skill which requires individuals producing language. Speaking is a productive skill that can be observed directly and empirically.⁴⁴ There are six components in scoring speaking skill; pronunciation, grammar, vocabulary, frequency, comprehension, and task.⁴⁵ Some basic types of speaking as in the taxonomy are such as imitative, responsive, intensive, interactive, extensive (monologue).⁴⁶There are three components in speaking; the speakers, the listener,

⁴²Estiga, H. (2018). Macro Skills of English Language. Retrieved from <u>https://english-discussion.com/macro-skills-of-english-language/</u>

⁴³Smith, C. (1975). The Listening Activity Book. Belmot, California:Fearon

⁴⁴Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. San Fransisco State University.

⁴⁵ Ibid, 30

⁴⁶ Ibid, 30

and the utterances.⁴⁷ Speaking occurs between speaker and listener that produce utterances. Therefore, speaking skill cannot be separated from those three components.

3. Reading

Reading is a receptive skill. Reading skill is an ability to lead individuals to interact and gain meaning from written language.⁴⁸ In addition, reading is a process which is carried out and used by the reader to acquire a message.⁴⁹ Reading is so important as it can enrich the readers' knowledge from the provided written information.

There are two types of reading, they are intensive and extensive reading. The differences between those two types are determined by the purpose of reading.⁵⁰ Intensive reading is "an activity in which the main focus is on discourse markers, grammatical forms, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like". In intensive reading is defined as "occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, (reading for gist) and skipping unknown words".⁵¹ In short, reading skill cannot be separated from the provided information from the written language. As reading is a receptive skill, this means that reading skill cannot be directly mastered without external help from the provided information from the written language.

⁵¹ Long, M., Richards, J. (1987). *Methodology in TESOL*. Boston: Heinle&Heinle Publisher

⁴⁷Vanderkevent. (1990). *Teaching Speaking and Component of Speaking*. New York: Cambridge University Press

⁴⁸Lestrud, M. (2013). *Reading Skill.* Retrieved from <u>https://link.springer.com/</u>

⁴⁹Tarigan, H.G. (2008). MembacaSuatuKeterampilanBerbahasa. Bandung: PenerbitAngkasa

⁵⁰ Brown, H.D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd edition). New York: Addison Wesley Longman

4. Writing

Writing is a productive skill which allows individuals to put their thoughts and feelings in written form. Writing is included in productive skills. Productive skills in a normal EFL classroom often appear more and less spontaneous and personal, which means that productive skills such as writing are more often to be produced personally/individually. Writing as a thinking process, which means that writing skill is the capability to process information and thoughts in a mind into written form.⁵² In fine, writing skill can be mastered spontaneously by each individual, as writing skill is a productive skill that does not need any external help as like receptive skill.

c) Levels in English Language Proficiency

There are six references of English language proficiency levels that are acceptable and recognized as the worldwide standard to grade the language proficiency of individuals. They are English Basic User (A1, A2), English Independent User (B1, B2), and Proficient English User (C1, C2).⁵³ The lowest English proficiency level starts from A1, while the highest one is C2.

1. Beginner (Starter)/Elementary

Based on the European scale, beginner/elementary is classified as level A1. Users who are in this level are usually individuals who have just started learning English and have practically no knowledge of the language. For everyday speech, beginners can only express their thoughts with the most common phrases in English. Several things that belong to the capacity of a beginner are such as being able to read and translate simple texts, describe themselves, write simple letters, and fill out forms. The vocabulary mastery at this level is approximately 1,200 words.

⁵² Ibid, 36

⁵³European Framework of Reference for Languages. Retrieved from <u>https://www.cambridgeenglish.org</u>

2. Pre-Intermediate

Based on the European scale, Pre-Intermediate is also considered as the Waystage level (level A2). Users in this level are able to read simple texts and understand its general meaning. They also already mastered basic knowledge of English grammar, and can also write formal and informal letters correctly. In addition, they are also capable in composing texts related to describing events, places, and people. Pre-Intermediate users can also express how they feel about things, people, and situations. At this level, the English users are normal to be confident in speaking English as their vocabulary mastery is about 1,500 words.

3. Intermediate

Intermediate users are equal to B1 level on the European scale. B1 level users are armed with a good knowledge of English that they have obtained from the previous levels. They also have been equipped with some new and advanced vocabulary, which the vocabulary mastery of users at this level is approximately 2,500 words. At this level, the users can confidently arrange both spoken and written English sentences. They will also have correct grammar in speaking. B1 level users are able to correspond in writing with native speakers without facing any specific difficulties, fill out forms, read fictional literature, magazines, and various newspapers. In addition, at this level, the users have a good command language to travel, or even to work in an international enterprise.

4. Upper-Intermediate

Upper-Intermediate level is equal to B2 level on the European scale. Users in this level are able to differentiate regional accents in English, identify their own mistakes for grammatical usage and pronunciation, speak in both formal and informal settings, comprehend and implement both simple and complex syntax, make few mistakes when speaking, and openly express their thoughts. Vocabulary mastery of users in this level is about 3,000-4,000 words.

5. Advanced/Proficiency

This level is C1 on the European scale. The users are almost as expert in English as they are in their native language. Advanced users are not worried about speaking English as they are highly capable of speaking fluently on various topics with a very limited number of errors. In addition, they use English idioms, phrases, and word combinations for communication depending on the situation. At this level, the users can write well in articles, narratives, reports, and summaries of books, events, and films. Their vocabulary mastery is about 4,000-6,000 words.

6. Advanced 2 (Mastery)

Advanced level is as same as C2 on the European scale. At this level, the users are the ones who speak English just like a native speaker from English-speaking countries. They can do all capabilities from all previous levels even exceeding. To adequately assess their language level, they need to test every aspect of the language such as writing, reading, listening, speaking, and grammar.

3. Mentoring in English Language Teaching

Mentoring process will have different treatment based on the goals and the field of the mentoring. For instance, the procedure of the mentoring process for workers in a company will not be the same as the mentoring process for teachers or lecturers in an educational institution. This difference is because those two different fields have different goals to achieve. In the education field, mentoring programs are considered as a key component in teacher professional development and education.⁵⁴ Mentoring in English language teaching has been very popular since the last ten years, especially mentoring practices in pre-service such as student teachers, and in-service contexts such as graduate teaching assistants and beginning language teachers.

⁵⁴ Delaney, Y.A. (2012). Research on Mentoring Language Teachers: Its Role in Language Education. Foreign Language Annals, Vol. 45, Iss. S1, pp. S184–S202.

In addition, mentoring in English language teaching mostly happens between a new or first year teacher and a senior or professional teacher, this is not between students and teachers.⁵⁵ Teachers who become student teachers (mentees) learned about personal characteristics necessary on how to build a positive relationship between student and teacher, how to deepen their English grammar knowledge, and how to develop their subject teaching skill to their mentors (senior or professional teachers).⁵⁶ This means that the mentoring process that happen in English language teaching field is not only the spoon feeding of English material from the senior teachers who become mentors to the new or first year teachers who become mentee, but the mentoring process also give the training on how to develop subject teaching skill and how to build a positive relationship between student-teacher. In addition, research by Velez-Rendon on the language teacher mentoring process has found that the mentoring process is really useful for the student teacher who becomes a because the mentor also helps the mentees to create a good lesson plan.⁵⁷ mentee Mentoring in English language teaching does not only give advantages for the mentees' mastering in English language materials, but it also gives the mentees a mentally advantage in how to treat students in the class.

4. Previous Studies

Previous studies on the implementation of mentoring have been widely researched in this last one decade, either mentoring for professional development or mentoring for academic performance development.

First, there was research by Irby et al..⁵⁸ This research focused on mentoring in professional development. Professional development in institutions such as

⁵⁵ Ibid, 52

⁵⁶Rajuan, M., Beijaard, D., &Verloop, N. (2008). What Do Student Teachers Learn? Perceptions of Learning in Mentoring Relationships. *The New Educator*, *4*, 133–151

⁵⁷Velez-Rendon, G. (2006). From Student to Teacher: A successful transition. *Foreign LanguageAnnals*, *39*, 320–333.

⁵⁸ Beverly, J. Irby, J., Jennifer, B., & Kimberly K, H. (2017) Mentoring as Professional Development. Mentoring & Tutoring: Partnership in Learning, 25:1, 1-4,

companies, universities, and schools. In this research, Teachers and university faculty members became individuals who were being mentored (mentees) by executives as the mentors. This research found that mentoring in professional development in schools can hold teachers for the programs or the schools, look up performance and productivity of the teachers, lift up the commitment and the comfort of the program, and consolidate new teachers for a program. This research also found that the mentoring program was able to help teachers to work in a new program.

Second, there was research conducted by Kahraman and Kuzu.⁵⁹ This research had focused on the e-mentoring approach to support pre-service teachers' professional development of information technologies. With a qualitative design approach, this research has found that the students, academicians and graduates are helped with the e-mentoring program in sharing knowledge and experience, and developing their social networks.

The third research was by Castanheira.⁶⁰ This research had focused on reviewing and highlighting ideas, themes, and the key findings from chosen academic papers on mentoring programs in the education field. The specific focus of this research was on how mentoring could boost the development and professional learning of educators. This literature review presented factors that boost the success or failure in a mentoring. By this literature review, it was found that mentoring was considered as a developmental relationship between mentors and mentees.

Fourth, Delaney⁶¹ conducted research aimed to capture the effects of mentoring relationships, to describe the impacts of mentoring for professional

⁵⁹Kahraman, M., Kuzu, A. (2016). E-Mentoring for Professional Development of Pre-Service Teachers: A Case Study. *Turkish Online Journal of Distance Education-TOJDE*. Vol 1 (3)

⁶⁰Castanheira, P. (2016). Mentoring for Educators' Professional Learning and Development: A Meta-Synthesis of IJMCE volumes 1-4. *International Journal of Mentoring and Coaching in Education*. Vol.5, No.4, pp. 334-346
⁶¹ Ibid. 52

development of language teachers, and to recognize further research areas which can assist improving the practice of mentoring in language teaching. This was a literature review that found fresh graduate teachers cannot be let to teach without being accompanied by a mentoring process for their first year in teaching. This literature review also found that a mentoring program for fresh graduate language teachers really gives positive effects on the fresh graduate language teacher's development.

Fifth, research was conducted by Houghty, Siswadi, and Mambu.⁶²This study had the purpose to show mentoring program benefits, with a qualitative descriptive study. By this research, it was found that there were three mentor's content analysis of benefits in mentoring programs; effectiveness of communication skills, joint learning, and taking care of others. For the mentee's content analysis of benefits in mentoring programs were kinship, mutual respect, and effectivity of academic learning.

Sixth, research by Leidenfrost and Strassnig, Schütz, Carbon, and Schabman.⁶³ This research aimed to examine the effects that were obtained from different mentoring styles. Participants were 417 psychology students from Vienna University starting their study in the 2007/2008 winter term. This research result presented the impact for the peer mentoring program was that students involved in the mentoring program had better scores and passed more courses than the non-mentees students after their first-year studying. Again, students that were involved in the mentoring program still had better scores and passed more courses than non-

⁶²Houghty, G. S., Siswadi, Y., & Mambu, R (2019). Manfaat Dari Program Mentoring di Fakultas Keperawatan dan Ilmu Kesehatan Universitas Pelita Harapan [The Benefits of a Mentoring Program in The School of Nursing at Universitas Pelita Harapan]. *POLYGLOT: Jurnal Ilmiah*. Vol 15, No 1 (93 – 106)

⁶³Leidenfrost, B., Strassing, B., Schutz, M., Christian-Carbon, C., &Schabman, A. (2014). The Impact of Peer Mentoring on Mentee Academic Performance: Is Any Mentoring Style Better than No Mentoring at All? *International Journal of Teaching and Learning in Higher Education*. Volume 26, Number 1, (102-111)

mentees students after two years studying. For the impact of different mentoring styles, it showed that there was nothing specific from different mentoring styles that can impact mentee's academic performance.

Seventh, Ismail and Jui⁶⁴ conducted a qualitative research design which aimed to gauge the connection between mentoring programs with the academic performance of the mentees. This research used questionnaires that were collected from undergraduate students in Malaysian institutions of higher learning in Sarawak. This research found that mentoring programs did an important predictor of mentees' academic performance in the organizational sample.

Those previous studies have covered mentoring programs for professional and academic performance development, in which the mentors have 1-3 higher levels of professional position from the mentees. None of those previous studies have research setting in an Islamic based place. On the other hand, this current study focuses on mentoring program processes that are done by the same level of mentor and mentees position, such as mentoring by student to students in an Islamic institution (*pesantren*) can develop the mentees English Language Proficiency. This study aims to explore the mentoring program process at FLDI Nurul Jadid Islamic Institute. This focused on the various activities of the mentoring program process that are done by student-students at FLDI Nurul Jadid Islamic Institute. Also, this study will cover the development that is obtained by the mentees during the mentoring program process, especially for the English language proficiency development.

⁶⁴ Ismail, A., Jui, M. K. K. (2014). The Role of Mentoring Program in Enhancing Mentees 'Academic Performance. *Journal of Education and Learning*. Vol.8 (1) pp. 13-22

CHAPTER III RESEARCH METHOD

A. Research Design and Approach

This study used a qualitative design. Qualitative research design is a study where the purpose is to investigate the quality of relationship, activities, situations, and materials.⁶⁵ Descriptive qualitative methodology is an approach that focuses on making systematic and accurate descriptions based on facts, data, and certain objects.⁶⁶This study investigated the design of a mentoring program at FLDI Nurul Jadid Islamic Institute which the result was written accurately based on the facts that exist. Also, this study explored the Students' English language proficiency development at FLDI Nurul Jadid Islamic Institute. Thereby, a qualitative method was used for this study.

B. Research Subject and Setting

Each single person or participant in a study is considered as a subject.⁶⁷ The subjects of this study were vice director of FLDI Nurul Jadid Islamic Institute, 1 official officer of FLDI Nurul Jadid Islamic Institute, 2 mentors and 6 mentees that studied at FLDI Nurul Jadid Islamic Institute.

This study took place at FLDI Nurul Jadid Islamic Institute, one of the informal education institutions at Nurul Jadid Islamic Institute (Pondok Pesantren Nurul Jadid) which is located in Jl. KH Zaini Mun'im Paiton Probolinggo.

C. Data and Source of Data

The data of this study were the mentoring program activities at FLDI Nurul Jadid Islamic Institute, where the mentor and mentees became the main sources of the data. Official officer and the vice director of FLDI Nurul Jadid Islamic Institute

⁶⁵ Fraenkel, J.R., Wallen, N. A., & Hyun, H.H. (2012). *How to Design and Evaluate Research in Education* (8th Ed). New York, NY: McGraw-Hill

⁶⁶Suryana. (2010). *MetodePenelitian Model PraktisPenelitianKuantitatif dan Kualitatif*. Bandung: UPI

⁶⁷ Brown B. (1993). *Hematology: Principles and Procedures*, 6th ed. America: Lea & Febiger.

were also the sources of data to increase the validity of the data. Other data of this study was the pretest results of the students before enrolling FLDI Nurul Jadid Islamic Institute, and the new test results of the students where the test was the same test with a test that they got to enroll FLDI Nurul Jadid Islamic Institute.

D. Data Collection Technique

Data collection techniques of this study were observation, interview, and test.

1. Observation

Observation is a data collection method, in which the researcher gathers information of the research phenomenon through making observations of the phenomena.⁶⁸ Observation in this study was done by the researcher in a way the researcher walked around the dormitory of FLDI Nurul Jadid Islamic Institute to see the mentoring program process and how the mentor and mentees interact and during the mentoring activities. The mentors and the mentees became the behave object for the observation. In doing the observation, the researcher used a complete observation type. A complete observation is an observation type which the researcher does observation to a public or a community while the public or community who is being observed is unaware.⁶⁹ With a complete observation type, the researcher observed the running of a mentoring program at FLDI Nurul Jadid Islamic Institute. The researcher also observed the mentor and mentees interaction and behavior during the mentoring activities without the researcher being involved in the activities. The observation was conducted three times on 19th, 20th, and 21st, of February 2020. Those three times observations were observing the mentor and mentees roles during the mentoring program.

⁶⁸Keskiviikko, V.M., Helmikuuta. (2012). Observations. Retrieved from <u>https://koppa.jyu.fi/avoimet/hum/menetelmapolkuja/en/methodmap/data-</u> <u>collection/observations</u>

⁶⁹Kawulich, Barbara B. (2005). *Participant Observation as a Data Collection Method*. Forum Qualitative Social Research. Retrieved from <u>www.qualitative-research.net</u>

2. Interview

The aim of the interview is to collect deep information that is not obtained through observation.⁷⁰ The interview in this study was done by the researcher to the students of FLDI Nurul Jadid Islamic Institute; both to the mentors and mentees, there were two mentors and six mentees. Additional interview was given to the official officers and the vice director of FLDI Nurul Jadid Islamic Institute to increase the validity of the mentoring design at FLDI Nurul Jadid Islamic Institute and the students' English language proficiency data. The interview was to collect valid data on the mentoring program process and the development of students' English language proficiency. The researcher used a semi structured interview to collect the data. A semi structured interview is an interview type where the researcher only asked a few predetermined questions while the rest questions come up unplanned for the follow-up questions.⁷¹ The semi structured interview was done once to each of the participants. The interview was done in the participants' leisure time. Each participant spent a different time for the interview based on the information that the participant gave. A participant did not receive follow up questions when the information was clearly given.

3. Test

Test consists of questions and it is used to measure abilities, knowledge, talents, and skills of the research subjects.⁷² This research measured the English Language Proficiency of the mentees with the same test that was used and developed by FLDI Nurul Jadid Islamic Institute as the enrollment test or well known as the placement test to enroll FLDI Nurul Jadid Islamic Institute.

⁷⁰ Dr. J. R. Raco. (2010). *MetodePenelitianKualitatifJenis, Karakteristik, dan Keunggulannya*. Jakarta: PT Gramedia Widiasarana Indonesia.

⁷¹Pollock, T. (2019). *The Difference Between Structured, Unstructured & Semi-Structured Interviews*. Retrieved from <u>https://www.google.com/amp/s/www.oliverparks.com/blog-news/the-difference-between-structured-unstructured-amp-semi-structured-interviews%3fformat=amp</u>

⁷²Hayati, R. (2019). *PengertianTes, Ciri, Jenis, dan Cara Membuatnya*. Retrived from <u>https://penelitianilmiah.com/pengertian-tes/</u>

E. Research Instruments

Instruments that were used to collect the data of this study were observation checklist, interview guideline, and test.

1. Observation Checklist

Observation checklist was used to get data from the real situation that happened in the field. This instrument was used to get mentoring design data. The columns in the observation checklist consisted of a list of statements, yes and no choices, and notes from the researcher. The list of statements in the observation checklist was about the behavior of either mentor or mentees and kinds of activities in the mentoring program (*see appendix 1*).

2. Interview Guideline

Interview guideline was used to gain information from an interview that was done to the mentors, mentees, official officer, and vice director of FLDI Nurul Jadid Islamic Institute about the mentoring design that is used at FLDI Nurul Jadid Islamic Institute, and the students' English Proficiency development. A semi structured interview guideline used in this study to keep the researcher asking questions to the participants under the context of the study. There were five questions to all the respondents of this study. The questions were developed from the two main research questions of this study that are about the design of the mentoring process and the English proficiency of the mentees. Three questions were asking the design of the mentoring, and two questions were asking the mentees' English language proficiency. Please refer to *appendix 2* for the interview guideline.

3. Test

This study used the same test that is used and developed by FLDI Nurul Jadid Islamic Institute as the enrollment test or well known as the placement test to enroll FLDI Nurul Jadid Islamic Institute. There were multiple choice questions to measure grammatical and reading proficiency, and some open-ended questions to measure the writing proficiency (*see appendix 3*). The mentees at FLDI Nurul Jadid

Islamic Institute as the respondents of this study did the test to measure the development that they obtain from the mentoring program.

F. Data Analysis Technique

In a qualitative research design, Creswell outlined six steps for the data analysis technique.⁷³ The first step was organizing and preparing the data for analysis. In this step, the researcher transcribed data from the interview, and then checked the observation checklist result for data from observation, and prepared the test results for document analysis, either the pretest or posttest for the mentoring program.

The second step was reading or looking at all the data. In this step the researcher read all the data to get lots of information either from the observation or interview. Then, all the test results were tabulated and categorized to see how the students' ability based on the levels of proficiency.

The third step was doing coding to all the data. Coding is the process of organizing data by bracketing chunks (or text or image segments), in which a word is used to represent a category in the margins.⁷⁴ In this step, the researcher did data coding for the yes and no checklist from the observation checklist, and coding the level of the students' proficiency from both pretest and posttest results. The researcher also coded the interview results from mentors, mentees, official officers, and vice director of FLDI Nurul Jadid Islamic Institute based on the answer. The researcher coded an expression such as this "*Previously, I didn't really know English, I know it just a little. After enrolling in FLDI, my English skills developed. There is a far difference for my English skills before and after enrolling FLDI*" as mentee's English Language Proficiency Development

The fourth step was using the coding to generate the description of the setting or themes. This step required the researcher to separate the data based on the theme,

⁷³Creswell, John W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed). Thousand Oaks: SAGE Publications.

⁷⁴Rossman, G., & Rallis, S.F. (2012). *Learning in The Field: An Introduction to Qualitative Research* (3rd ed). Thousand Oaks, CA. Sage

such as data from observation was separated between yes and no checklist, then the interview answer was separated based on the similar answer, and test results were separated based on the levels.

The fifth was advancing the description and theme in a narrative form. After categorizing the data based on the theme, the researcher developed the description and theme in detail, so the results showed a good description to ease readers in reading it.

The sixth was doing interpretation for the findings or results. In this last step, the researcher shared the findings and results, then had a discussion on the findings and results with the related theory of the study. In the discussion section, the researcher gave personal interpretation based on the related theory of the study.

G. Checking Validity Finding

Data validity is important in research. In a qualitative research methodology, it is well known as Authenticity instead of Validity because it gives real information, description, and explanation.⁷⁵ Three methods that are used to check data validity are triangulation, auditing, and member checking.⁷⁶ This study used triangulation to check the data validity. Triangulation is a data analysis approach that synthesizes data from multiple sources.⁷⁷ There are five kinds of triangulation; those are theory, researcher, time, source, and method.⁷⁸This study used time, source, and method triangulation. Time triangulation was used to check the data validity from observation, which the observations were conducted three times. Source triangulation was used to check the data validity from the interview, in which the interviewee was not only from one source. Interviews were done to mentor, mentees, official officers, and the vice director of FLDI Nurul Jadid Institute. To

⁷⁵Zamrud, Arrum M (2019). Weekly Listening to Facilitate Learning of English Listening in SEC (Smanexix English Community) at SMAN 19 Surabaya. Skripsi. Pendidikan Bahasa Inggris, FakultasTarbiyah dan Keguruan, UIN SunanAmpel Surabaya.
⁷⁶Ibid. 70

 ⁷⁷Bachtiar S Bachri, MeyakinkanValiditas Data MelaluiTriangulasipadaPenelitianKualitatif, no. 1 (2010): 17.
 ⁷⁸Ibid, 74

explore the students' English language proficiency development, method triangulation was also used in this study by giving the existing test from the institute to the students to measure their English language proficiency development.



CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

The data of this research was collected on 19th-21st of February 2021. There were 10 participants involved in this research. They were mentors, mentees, official officers, and vice director of FLDI Nurul Jadid Islamic Institute. They received the interview once. Observation in this research was done to answer the first research question about the mentoring design at FLDI Nurul Jadid Islamic Institute, while interview was also conducted to answer the first research question about the mentoring design at FLDI Nurul Jadid Islamic Institute, while interview was also conducted to answer the first research question about the mentoring design at FLDI Nurul Jadid Islamic Institute, and the second research question of this research about the mentees' English language proficiency development. The test was used to explore the mentees' English language proficiency development before and after being involved in the mentoring program. The findings of this research are presented as follows

1. Activities During Mentoring Program at FLDI Nurul Jadid Islamic Institute

To explore the activities during the mentoring program at FLDI Nurul Jadid Islamic Institute, this research used an interview guideline (*see appendix 2*). The answers of the participants indicated that the two main activities during the mentoring program were guidance and learning about the English materials and skills. The first type of activities of the mentoring program at the FLDI Nurul Jadid Islamic Institute is guidance. Data from the interview highlight that guidance is the part of mentoring program at FLDI Nurul Jadid Islamic Institute. This can be deduced from the following statement.

Pairs of mentor and mentee learned English materials. Another mentor and mentee pair learned English skills such as speaking and writing. Some other mentors and mentees pairs practiced for the scheduled extracurricular activities for mentees, such as debate, storytelling, conversation, etc. It found that mentors' responsibilities during the mentoring program were guiding, teaching, and facilitating the mentees for their English language proficiency development.

The intensive guidance activity between mentors and mentees in the mentoring program at FLDI Nurul Jadid Islamic Institute happened in the night after extracurricular activities, which usually lasted for approximately one hour. The activities before the mentoring program are presentation for debate, speech, storytelling, news reading, discussion, etc. Both the mentoring program and the activities are considered as extracurricular activities at FLDI Nurul Jadid Islamic Institute. Beside the mentors' responsibilities to guide and teach mentees during the mentoring program, the mentors at FLDI Nurul Jadid Islamic Institute are also responsible for the mentees' schedules in the activity, such as for article making and correction in speech activity. The mentors are responsible to guide the mentees to make articles, and to correct them

a. Guiding Activity

The first type of activities during the mentoring program at FLDI Nurul Jadid Islamic Institute is guiding. Data from the interview highlight that guiding is the part of mentoring program at FLDI Nurul Jadid Islamic Institute This can be deduced from the statement of Participant 9 "*Mentoring is everyday… they will be* guided by the mentors…[who] give such materials". This guiding activity is also confirmed by participant 3 "The guidance activity in the night has its schedule, if today is learning grammar, the next day will be speaking, and the next two days will be writing, and so on".

In addition to guidance related to language, participant 5 reflected that the mentoring also touches upon the psychological side of the mentees such as motivation, she stated "... the guidance can be expression or motivation or sharing knowledge, giving good examples to mentees, mentor practices first then the mentees".

All the three respondents confirmed that the mentors give them guidance during the mentoring program with the forms of guidance ranging from giving materials related to English skills or components to a more personal guidance such as giving motivation.

b. Learning Activity

The second type of activities during the mentoring program at FLDI Nurul Jadid Islamic Institute is learning. Data from the interview highlight that learning is the part of mentoring program at FLDI Nurul Jadid Islamic Institute. This can be deduced from the response of participant 1 stating "*Learning with mentor*... such as grammar, speaking, writing, reading, making article, and practicing to mentor for extracurricular schedules". The learning activity during the mentoring program is also confirmed by participant 4, "We often learn grammar ...writing, and ... vocabulary, speaking, and listening as well. Learning English skills and materials." It is added participant 5 who said "... starting from learning to sharpen mentees in speaking, writing, and sometimes with games . There are many that are taught by mentor to mentees, for the examples are like grammar, writing"

The three respondents attested that one of activities during the mentoring program at FLDI Nurul Jadid Islamic Institute was learning. Learning English includes materials such as grammar, and sharpening the four skills in English; writing, reading, listening, and speaking. The learning activity was based on a schedule that was already negotiated by each mentor and mentees pair. The learning activity was sometimes in the form of games.

c. Facilitating Activity

The third type of activities during the mentoring program at FLDI Nurul Jadid Islamic Institute is facilitating. Facilitating the mentees in terms of the mentees' schedule for the activity in extracurricular such speech, debate, discussion, etc. Data from the interview highlight that facilitating mentees is the part of mentoring program at FLDI Nurul Jadid Islamic Institute. Participant 1 stated "*Learning with a mentor according to the schedule, such as grammar, speaking, writing, reading, making articles, and practicing to mentor for extracurricular schedules*". This statement is also confirmed by participant 3, 7 and, 10. Participant 3 added "*Other* activities are games such as quiz, and practice to mentor for extracurricular activities". Supported by the statement of Participant 7 and 10 stating "For skill development we usually train speech, news reading, discussion, debate, and others" (Participant 7), "Usually during the mentoring, it also discusses about the mentees' activities, so how to make a good article is the mentor's job to teach" (Participant 10)

The four respondents confirmed that in the mentoring program mentors also facilitated mentees for their extracurricular activities, starting from training the mentees for the extracurricular activities practice until showing the mentees on how to make a good article.

In terms of the skills, the mentoring program has been conducting the mentoring to develop the mentees' English speaking, writing, and reading skills. Data from the interview show that speaking, writing, and reading are the skills that frequently developed. For listening skill, it is embedded in another extracurricular activity at FLDI Nurul Jadid Islamic Institute. This can be deduced from response of participant 9 stating "If listening in a mentoring activity seems nothing. Listening activity usually occurs out of mentoring activity such as in another extracurricular activity in FLDF", and it is also reflected by the response of participant 10, "It is more to speaking because several activities such as speech, conversation, news reading, and debate are more to speaking skill. So, we think it's easier to speak . But later if the level is higher, it is added by the writing"

The respondents confirmed that developing the four English skills was part of a mentoring program at FLDI Nurul Jadid Islamic Institute. Writing, speaking, and reading became the most frequent skills to develop while listening was more embedded in another extracurricular activity. One respondent presumed that speaking skill was the most important skill to develop as some of the extracurricular activities such as speech, conversation, news reading, and debate focused more on the speaking skill.

2. Mentors and Mentees Role in Mentoring Program at FLDI Nurul Jadid Islamic Institute

The following table 4.1 presents data on mentor and mentees roles during the mentoring program summarized from the results of three observations.

No.	Activities	Observation		
	Activities		2 nd	3rd
	Mentor's role	1 st	2	5
1.	Mentor gives guidance to mentees		\checkmark	\checkmark
2.	Mentor is older than mentees		\checkmark	\checkmark
3.	Mentor becomes a good listener for the mentees		-	\checkmark
4.	Mentor becomes good questioners for the mentees		\checkmark	\checkmark
5.	Mentor gives advices to the mentees		-	-
6.	Mentor gives counsels to the mentees		-	-
7.	Mentor helps mentees to identify their strengths	-	-	-
8.	Mentor helps mentees to review their strengths	-		
9.	Mentor helps mentees to identify areas for their further development		-	-
10.	Mentor helps mentees to develop their skills	\checkmark	\checkmark	\checkmark
11.	Mentor helps mentees to develop their understanding		\checkmark	\checkmark
12.	Mentor helps mentees to set their plans		-	-
13.	Mentor helps mentees to implement their professional development	-	4	-
14.	Mentor becomes advisor for the mentees	\checkmark	-	-
15.	Mentor becomes environment counselor for the mentees	-	-	-
16.	Mentor's skills pass on the mentees' skills			
17.	Mentor assists mentees to create realistic plans	-	-	-
18.	Mentor gives assistance to the mentees in solving problem		-	-
19.	Mentor gives personal support and motivation		-	-
20.	Mentor becomes resources for the mentees		\checkmark	\checkmark
21.	Mentor supplies opportunities for the mentees' development		\checkmark	\checkmark
22.	Mentor helps mentees to set high, but achievable goals	-	-	-
23.	Mentor gives feedbacks to the mentees		\checkmark	\checkmark
No.	Mentee's role	1st	2nd	3rd
1.	Mentees tell mentor about goals that they want to achieve	-	-	-
2.	Mentees involve in the making of schedule for the activities	-	-	-
3.	Mentees give references for resource in learning	-	-	-
4.	Mentees also share information to mentor		-	-
5.	Mentees always feel curious	-		

 Table 4.1 Mentor and Mentees Roles

The findings from the observations showed that both mentors and mentees play a different role every day. As it can be seen in the checklist column of the table above, mentors and mentees roles since the first to the third day of observation are same for some of the roles, and different for some other roles. There are only nine roles of mentors that occurred continuously during the three days of observations. Mentor gives guidance to mentees, mentor is older than mentees, mentor becomes good questioners for the mentees, mentor helps mentees to develop their skills, mentor helps mentees to develop their understanding, mentor's skills pass on the mentees' skills, mentor becomes resources for the mentees, mentor supplies opportunities for the mentees' development, and mentor gives feedbacks to the mentees.

First, the mentor gives guidance in developing mentees skills in English. The guidance activity by mentors to mentees occurred every night in the mentoring program time. Each of the mentors and mentees pairs had different guidance themes. For example, some mentor and mentee pairs had guidance in grammar, and some others had guidance in listening. Another case, on the first day of observation a mentor was found giving suggestions to ease the mentees in making a good article. On the second day of observation a mentor had a grammar quiz to review what they learned previously. For the third day of observation, some mentors helped the mentees to train their speaking skill and some other mentors reviewed the grammar and vocabulary that they had already learned previously.

Second, mentors are older than mentees. As already discussed in the first chapter of this research, mentors are third grade students and mentees are second and first grade students. Naturally, the mentors are always older from the mentees in terms of the age and the experience in learning at FLDI Nurul Jadid Islamic Institute. "Older" that is meant in this chapter is the longer time of mentors in pursuing knowledge at FLDI Nurul Jadid Islamic Institute. So, mentors will be able to share their experiences to the mentees.

Third, mentors become good questioners for the mentees. From the three observations, the results indicated that mentors' role in being a good questioner was that the mentors at FLDI Nurul Jadid Islamic Institute questioned the mentees some questions about English materials. Some mentors questioned the mentees some vocabularies that they had already learned previously, and some others questioned the mentees about 16 tenses materials after the learning process.

Fourth, a mentor helps mentees to develop their understanding. The three times observations for mentors and mentees roles highlighted the mentors' assistance in helping the mentees to develop their understanding, especially the mentees' understanding in English grammar. During the three days observations, grammar learning in each of the mentors and mentees pairs was almost every night. For example, a mentor eased the mentees' understanding in learning the 16 tenses with a song, and another helped the mentees to develop their understanding with a quiz .

Fifth, mentor's skills pass on the mentees' skills. It is already explained previously that the parts of the mentoring program at FLDI Nurul Jadid Islamic Institute are guidance, learning, and facilitating. From the observation results, the mentor's skills pass on the mentees skills could be seen from the mentors' ways in giving guidance, learning, and assistance to the mentees. The results highlighted that mentors' skills at FLDI Nurul Jadid Islamic Institute pass on the mentees' skills. In the mentoring program, mentors guided and taught mentees, answered the mentees' questions about English materials, and corrected the mentees' mistakes for grammatical usage. The longer the mentees study, the more knowledge they will get. The knowledge that the mentees got from the mentors would be their provisions for the new upcoming mentees at FLDI Nurul Jadid Islamic Institute as they are prepared to be future mentors FLDI Nurul Jadid Islamic Institute

Sixth, mentors become resources for the mentees. The mentors at FLDI Nurul Jadid Islamic Institute became resources for the mentees in terms of English materials learning and English skills development from the guidance and learning activities during the mentoring program. For example, in terms of English material learning, one mentor became a resource for mentees in understanding the 16 English tenses. For English skill development, the mentor became a role model for the right way to pronounce some English vocabularies, the right way for English grammatical usage.

Seventh, a mentor provides opportunities for the mentees' development. From the first to the third day of observation, the mentor's role in giving opportunities for the mentees' development was found every night during the mentoring program. Mentors at FLDI Nurul Jadid Islamic Institute have ways such as giving a quiz or game related to the material that is already discussed together with the mentees to test how far the mentees understand the materials that are already discussed together. In another case for providing opportunities for the mentees' development, mentors at FLDI Nurul Jadid Islamic Institute were found giving suggestions after the mentees finished practicing to the mentors for extracurricular activities.

Eight, mentors give feedbacks to the mentees. It was found that feedbacks by mentors at FLDI Nurul Jadid Islamic Institute were given to the mentees during the mentoring process. Some mentors gave feedback during the process, and some others gave feedback after the mentoring process. For example, a mentor was found giving feedback to the mentees after the mentees gave an example about the material that was being discussed by both of them. After asking a mentee to give an example in reading the time (clock) mentor was giving a complete explanation about the difference of American and British style in reading time to enlighten the mentee's understanding about those differences.

For the mentors' roles that only occurred once or twice during the observations were; mentor becomes a good listener and counselor for the mentees, mentor gives advices to the mentees, mentor gives counsels to the mentees, mentor helps mentees to review their strengths, mentor becomes advisor for the mentees, mentor gives assistance to the mentees in solving problem, mentor gives personal support and motivation.

The first role that only occurred once or twice during the observations is that mentor becomes a good listener for the mentees. The result for the mentor's role in being a good listener for the mentees was found on the first and the last day of observation. Mentors at FLDI Nurul Jadid Islamic Institute listened to all the mentees' curiosity, discussion, and consultation with some feedback that the mentor gave at the end. For the example, in the first day of observation, a mentor at FLDI Nurul Jadid Islamic Institute listened to the mentee's consultation for article making, the mentor listened to the mentee's explanation for the article outline, and then the mentor gave feedbacks, and continued with a discussion with the mentee. For the last day of observation, a mentor was found listening to the mentee's curiosity about English material, then the mentor enlightened her with some explanations.

The second mentor role that only occurred once or twice during the observations is that mentor gives advice to the mentees. From the research results, mentor's role in giving advice to the mentees was only found in the first observation. Mentors at FLDI Nurul Jadid Islamic Institute gave advice to the mentees for the mentees' betterment in FLDI extracurricular activities and assignments. For instance, one mentor was found giving advice to her mentee to prepare and mean in performing all FLDI Nurul Jadid Islamic Institute extracurricular activities and assignments.

The next role of mentor role that only occurred once or twice during the observations is that mentor gives counseling to the mentees. Results from the field for the mentor's role in giving counsels to the mentees was only found in the first observation. The same as the previous explanation, mentors at FLDI Nurul Jadid Islamic Institute gave counselling to the mentees for their betterment in performing all FLDI Nurul Jadid Islamic Institute extracurricular activities and assignments.

The following mentor role that only occurred once or twice during the observations is that mentor helps mentees to review their strengths. Data from the field for the mentor's role in helping mentees to review their strengths was found on the second and the last day of observation. The way of mentors at FLDI Nurul Jadid Islamic Institute in reviewing the mentees' strengths was by reviewing the materials that were discussed or previously discussed, and by practice from the mentees. For example, one mentor was found reviewing the mentees strengths by

materials review, and one other mentor was by ordering the mentee to practice with an example given after the mentor finished explaining.

The fifth role of mentor that only occurred once or twice during the observations is that mentor becomes advisor for the mentees. The observation results for the mentor's role in becoming advisor for the mentees was only found in the first observation. The same as the previous explanation, mentors at FLDI Nurul Jadid Islamic Institute became advisors for the mentees for their betterment in all FLDI Nurul Jadid Islamic Institute extracurricular activities and assignments. For instance, a mentor was found giving her mentee advice for a good content of speech article by including 5W+1H elements

The sixth mentor's role that only occurred once or twice during the observations is that mentor gives assistance to the mentees in solving problems. The research data for mentor's role in giving assistance to the mentees in solving problems was only found in the first observation. Assistance that the mentors at FLDI Nurul Jadid Islamic Institute gave to the mentees was still around the extracurricular activities. For example, one mentor was assisting the mentee in solving problems for the right article composition that needed to be submitted for extracurricular activity.

The last role of mentor that only occurred once or twice during the observations is that mentor gives personal support and motivation. The observation results show that mentor's role in giving personal support and motivation was only found on the first day of observation. Again, support and motivation that the mentors at FLDI Nurul Jadid Islamic Institute gave to their mentees were still around the extracurricular activities. For instance, one mentor was found supporting her mentees for their performance in extracurricular activity, and the mentor also motivated the mentees to not be lazy and show the best performance in extracurricular activity in order the mentees avoid to re-perform.

As can be seen from table 4.1 about the analysis of mentor and mentees roles, there were seven mentor's roles that did not occur during the three observations.

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Notwithstanding, there was one role of mentor that occurs implicitly from participants' interview answers. The mentor's role was *"mentor helps mentees to implement their professional development"*.

Mentors help mentees to implement their professional development. Mentors at FLDI Nurul Jadid Islamic Institute helped mentees to implement their professional development by matching the mentees with mentors who have the same interest, and training them for extracurricular activity. This can be deduced from the reflection of participant 1 stating that mentor is also functioned to train the mentees for extracurricular activities, "...and practicing to mentor for extracurricular schedules", stated by participant 1. The response of participant 1 is supported by the statement of participant 7 that mentioned speech, news reading, discussion, and debate are examples of activities that are trained to the mentees, "For skill development we usually train speech, news reading, discussion, debate, and others" participant 7 reflected. In addition, response by participant 2 strengthened that the matching of mentors and mentees are based on the similar capability and interest they have, participant 2 stated "NATO coordinator discusses" what is appropriate for mentees. If one mentee tries to deliver speech, she must be matched with a Mentor that is a speaker (capable in delivering speech) in order the mentee can develop the speech capability".

Matching mentees with mentors who have the same interest was the way of mentors at FLDI Nurul Jadid Islamic Institute to help their mentees to implement their professional development. Besides, the training for extracurricular activities was guided by the mentors for the mentees' skill development.

For mentees' roles, none of the five roles of mentees outlined in ASHA website that discussed previously⁷⁹ occurred continuously during the three days of observations. In the first day of observation, there was only one role of mentee that occurred. It was "*mentees also share information to the mentor*". Information that

⁷⁹ Ibid, 29

the mentee shared was still related with FLDI Nurul Jadid Islamic Institute activity. For example, in the discussion for article making by a mentor and mentee pair, the mentee was found sharing information about the topic of the article that she got from her references to the mentor.

On the second day of observation, one of mentees' roles that sounded "mentees always feel curious" was found. Mentees' curiosity during the mentoring program was still around English materials or skills. For example, some mentees were found asking their mentors about the materials that they do not understand, while some others were found having further discussion for materials that were discussed together with the mentors.

For the last day of observation, the same mentees' role as in the previous day of observation occurred, it was *"mentees always feel curious"*. The same as previous observation, mentees' curiosity was still around English materials or skills. For instance, one mentee was found asking her mentor about a grammar pattern that she didn't understand.

From five of the mentees roles outlined in ASHA website, there were three mentees roles that did not occur during the three days observations. Those were; mentees tell mentors about goals that they want to achieve, mentees involved in the making schedule for the activities, and mentees give references for resources in learning. Still and all, there was one role of mentee that occurs implicitly from participants' interview answers. The mentee's role was "*mentees involved in the making of schedules for the activities*". The mentees at FLDI Nurul Jadid Islamic Institute also involved in the making schedule for the making schedule for the making schedule schedule schedule for the making schedule for the making schedule for the mentoring program process. These statements by the respondents show such roles of the mentors. Participant 1 stated that mentees are the one who decide for the mentoring schedule, she stated "For the mentoring schedule, we are the one that propose to mentor, we discuss one another among mentees then we argue to mentors".

This freedom of mentees in organizing their own schedule for the mentoring program is also confirmed by another participant. Participant 3 for example stated

that "[t]*he schedule is from mentees*". Meanwhile another participant stated that mentors also play a role in the scheduling of the program. This is stated by Participants 6 and 7. Participant 6 said that "...*the schedule making is by having discussion with mentor*..." while Participant 7 stated that the schedule '*has already been prepared by mentor*, ... *negotiated with mentees*"

From the participants' responses above, it can be concluded that mentors at FLDI Nurul Jadid Islamic Institute were not the ones who stirred the running of the mentoring program process. Mentees were the one holding the highest decision for mentoring program schedule at FLDI Nurul Jadid Islamic Institute.

3. Formal Mentoring Type at FLDI Nurul Jadid Islamic Institute

There are six highlighted aspects of formal mentoring design outlined by Philips-Jones.⁸⁰ The mentors and mentees arrangement, the mentoring process length, the focus of the mentoring, the mentors and mentees chemistry, the mentoring program monitors and supporters, and the mentors and mentees participation in activity.

Firstly, the institution arranges the partnership. The interview results about mentor and mentees arrangement found that the arranger of the mentors and mentees pairs was the highest level at FLDI Nurul Jadid Islamic Institute, advanced level, the third graders especially NATO members. They were arranged by the discussion among the advanced level members which the discussion meeting was led by NATO, an organization that led all the activities at FLDI Nurul Jadid Islamic Institute. Below were the participants' responses when they were asked about the mentor and mentee arrangement.

"It is from NATO coordinator, main NATO. NATO coordinator discusses what is appropriate for mentees. If one mentee ever tried to deliver speech, she must be matched with Mentor that is a speaker (capable in delivering speech) in order the mentee can develop the speech capability" (Participant 2)

⁸⁰ Ibid, 14

The response of Participant 2 is also supported by other participant responses, such as by participant 7 stating *"[t]here is an adjustment"*, and participant 9 stated *"It's from NATO, there is a NATO organization. NATO is an organization that handles all the activities*..."

The respondent answers above confirmed that NATO coordinators were the one who had the highest decision in the mentors and mentees arrangement. A lottery system might be used in arranging the mentors and mentees pairs, but there would be an adjustment for the pairs that seemed not suitable to be matched together. For instance, a mentor who has a standard ability would be matched with a mentor who is capable, as if the capable one combined with the capable one, there would be a gap between mentor who is standard and standard. So, to equalize, the mentors were swapped, the capable one with the standard one, so there would be such collaboration between the mentors to guide the mentees. There was also an adjustment among the mentees in the pairs' arrangement. Mentees who are capable would not be combined in the same pairs; they would be put in different groups as one capable mentee would also take the role to teach the friends in the group. An adjustment was also done based on each of the mentor or mentee abilities. For example, a mentee who is capable in speech would be matched with a mentor who is good in speech in order the mentee's ability in mastering speech develops

Secondly, the mentoring does not last for decades. The data from the interview showed the mentoring program duration at FLDI Nurul Jadid Islamic Institute was approximately 45-60 minutes (one hour) for every night, which was started after the extracurricular activity. The rolling of mentors and mentees pairs happened about twice in a year. This can be deduced from the following statement. Participant 6 stated that the "*activity is over at 10 pm if it's directly started, and it's over at 11 pm*." This means that the mentoring lasts for an hour. This duration is also confirmed by Participant 7 who has the mentoring for "*about 45 minutes*." These 45 to 60 minutes mentoring each night '*lasts for one year*," Participant 9 reflected.

The respondents' responses above implicitly confirmed that the duration of being mentees at FLDI Nurul Jadid Islamic Institute was two years during being in elementary and intermediate level, while the duration of being mentees at FLDI Nurul Jadid Islamic Institute was only one year, in the last year of the study.

Thirdly, the mentoring prioritizes the mentees' needs and advantages. In terms of the skills and material enrichment, the data from the interview about the focus of the mentoring program at FLDI Nurul Jadid Islamic Institute was sharpening the mentees' English skills and materials. Below were the participants' responses when they were asked about the focus of the mentoring program at FLDI Nurul Jadid Islamic Institute.

"It focuses on learning; deepening English materials that we do not understand". (Participant 1)

The response of participant 1 stating that the focus of the mentoring at FLDI Nurul Jadid Islamic Institute is learning English supported by the statement of participant 7 and 10 stated the mentoring is to train more maximally the English understanding for the mentees. "*To train more maximally. Training of the English understanding*", stated Participant 7. Added by the statement of participant 10 saying "... [t]hey more focus to learn the materials".

The three respondents above confirmed that the mentoring program at FLDI Nurul Jadid Islamic Institute focuses on English. It focused on learning, deepening, developing, and training English materials and skills such as grammar and speaking, etc. Additionally, the focus was also on the specific skills from the extracurricular activities at FLDI Nurul Jadid Islamic Institute; speech, debate, and other activities.

In terms of the needs between the mentors and the mentees, the data from the field indicated that the mentoring program at FLDI Nurul Jadid Islamic Institute prioritizes the mentees' needs more than the mentors. This can be deduced from the following statement.

"For the mentoring schedule, we are the one that propose to mentor, we discuss one another among mentees then we argue to mentors" (Participant 1)

Participant 1 is also supported by other participants, such as participant 5 stating "... mentor practices first then the mentees", and participant 7 stated "... so who proposes is mentees because we adjust to the needs of mentees"

The three participants above confirmed that during the mentoring program at FLDI Nurul Jadid Islamic Institute, mentees' roles were prioritized than the mentors. Mentees were also the one who had the highest decision for the schedule determination. All the four participants' responses above implicitly showed that during the mentoring program mentees' needs matter most.

Fourthly, the mentors and mentees may or may not have chemistry. Data from interviews about the mentors and the mentees chemistry showed that some mentees feel comfortable to the mentors from the first time they were matched, but some others felt uncomfortable. This can be reflected from the response of participant 1.

"If we already know the mentors before, we will feel suitable. But if the mentors are people that we do not really know before, it's a little uncomfortable. Sometimes what they (mentors) think is not the same with what we think" (Participant 1)

Participant 1 reflected that previous relationship affects the suitability between the new mentors and mentees, but another participant, participant 9, stated that a closer relationship between mentors and mentees occur as the time goes by, she stated "*After being seen from the field, it seems that among mentor and mentees will have a closer relationship. For instance, if I have a mentee, I'll be closer to my mentee rather than to those my under levels who are not my mentees*".

The two respondents above showed different feelings when they were matched for the first time with their mentors. Some mentees immediately felt comfortable with their mentors, but some other mentees didn't. The mentees' feelings about being matched with mentors for the first time would not be the same, it depends on each of the mentee's personality and how the mentees see the mentors' role. But by that time, a mentor and mentees pair will have a closer relationship than students who are not in the pair.

Fifthly, the institution (third party) monitors and gives support for the mentoring program. The interview results about mentoring program monitors and support indicated that those who gave support and monitor were foster mother, NATO, official officers, vice director, and student. This can be deduced from the participants' responses. Participant 2 stated that "*Official officers, NATO*" were the ones monitoring and giving support for the mentoring program, but participant 3 considered that governor, and foster mother also take part in monitoring and supporting the mentoring program, she reflected "*Governor, NATO*, *foster mother, and officers. Foster mother has direct communication with NATO*". The reflection of participant 3 is supported by the response of participant 6 stating that "*Foster Mother, Other official officers who help foster Mother*" as the ones monitoring and giving support for the mentoring rogram.

The responses above showed that there were not only one or two people who give support and monitor the running of the mentoring program process at FLDI Nurul Jadid Islamic Institute. There were NATO, official officers, foster mother, vice director, and student. Vice director and student gave support and monitored generally, while the foster mother was helped by official officers who directly supported and monitored. NATO was the one who communicated with the foster mother for the running of all the activities. As it explained previously in this chapter, NATO is an organization that led all the activities at FLDI Nurul Jadid Islamic Institute.

Sixthly, the mentors and mentees participate in FLDI Nurul Jadid Islamic Institute activities. The interview results about the mentors and mentees participation in activity designed by FLDI Nurul Jadid Islamic Institute indicated that some activities are designed for all students, and some others are only for mentors, mentees, third grade students, and even an activity was only designed for NATO. This can be deduced from the following statement. "... no difference between mentor and mentee. No activity that's specifically designed only for mentor or mentee" (Participant 4)

Another participant, participant 7, responded that some activities are not general for all students. She stated that there is activity that is only designed for NATO, "Anniversary is for all students. Training of Trainers is a direct program from Gus Fayadh (Director of FLDI), it's directly guided by Ning Hani, it's for All NATO". The statement of participant 7 is also supported by participant 8 saying that some activities are only designed for specific levels. "...Star night is only for elementary and intermediate students. If advanced, the special event is "Gebyar" because in "Gebyar" we will promote FLDI, so advanced is the one who is believed to promote.", participant 8 reflected. Another response by participant 9, she considered that general activities at FLDI Nurul Jadid Islamic Institute are designed for all the students, she stated "It depends on FLDI program, if it is a general activity such as stadium general, it is participated by all students of FLDI".

The respondents' responses above showed that a general activity such as Anniversary/*HUT* is designed for all FLDI Nurul Jadid Islamic Institute students, with no exception. But there were some activities that were designed only for mentors and mentees. For the example, an activity called *Gebyar* is designed only for advanced level (mentors) as the activity was to promote FLDI Nurul Jadid Islamic Institute; while an activity called *Star Night* was designed only for mentees as the activity was to train the mentees to be more confident to show their talents in front of lots of people. A final project activity was only designed for advanced level, but the TOEFL-like test was for all third-grade students. In addition, there was an activity called *Training of Trainers* designed only for NATO members. The activity trained all NATO members on how to be a leader, and how to handle the right correspondence.

4. Mentees' English Language Proficiency Development at FLDI Nurul Jadid Islamic Institute

The following table 4.2 presents data on mentees scores of a test that is given before and after the mentoring program. The test contains multiple choice questions

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to measure grammatical and reading proficiency. The data only presents the score of mentees who are in the first year, as the data for the mentees who are in the second year was broken from the field.

Name	Test Result Before	Test Result After
	Mentoring	Mentoring
Student 1	16	23
Student 2	12	12
Student 3	20	17
Student 4	11	15
Student 5	21	16
Student 6	20	24
Student 7	20	20
Student 8	18	16
Student 9	20	19
Student 10	16	8
Student 11	20	13
Student 12	18	17
Student 13	11	18
Student 14	15	17
Student 15	14	16
Student 16	16	21

Table 4.2 First Year Mentees Score Results

Table 4.2 above showed that the English language proficiency development, specifically in grammatical understanding and reading proficiency of first year mentees at FLDI Nurul Jadid Islamic Institute was not consistent. As it can be seen from the table above, some first-year mentees had better scores after the mentoring, some others had worse scores, and the rest had the same score as before mentoring program. From 16 students' score above, the table showed that seven students were having better development in their grammatical understanding and reading proficiency, but another seven students were having lower score in their grammatical understanding and reading proficiency after being involved in the mentoring program which meant that they were not in a good development. For the other two students, they were consistent to have the same score for the before-after mentoring program. The scores above were only in the form of numbers, but the

following is the interview results of mentees at FLDI Nurul Jadid Islamic Institute about the development of their English proficiency based on the experience that they felt after being involved in the mentoring program and after being monitored by the mentors and official officers.

"There is a lot of difference, there is a change for me in speaking little by little, in the tone, the way I arrange words. There is a little key in the way arranging words" (Participant 2)

The response of participant 2 stating that her speaking gets better after being involved in the mentoring program is also supported by participant 4 stating her fluency in speaking English has a betterment by stating "*it's Better, I can speak English fluently*...". For participant 7, she considered that development is absolutely obtained by the mentees after being involved in the mentoring program as the mentors guided and monitored them. "*In my opinion, there is development because everyday mentors sharpen, if there is a mistake in a forum, we directly fix it*", participant 7 reflected.

From the three participants' responses above, it can be concluded that the mentoring program at FLDI Nurul Jadid Islamic Institute boosted the English language proficiency development in almost all skills and materials of English. Yet, speaking skill was the skill that focused most to the first-year mentees, while writing was skill that focused to the second-year mentees. The following were the participants' responses about scales of the mentees' English language proficiency at FLDI Nurul Jadid Islamic Institute before and after the mentoring program.

Participant 1 had a great development from "2 to 8" after being involved in the mentoring program, this is different with the development obtained by participant 2 that was only from 1 to 3. Yet, participant 2 considered her development very meaningful, she stated "1 to 3. But for me, going from scale 2 to 3 was really difficult, it means a lot for me."

The participants' responses above about the mentees' English language proficiency at FLDI Nurul Jadid Islamic Institute before and after the mentoring program indicated that mentoring program at FLDI Nurul Jadid Islamic Institute succeed to help the mentees in developing their English language proficiency, though one mentee to another had not the same and significance development. For instance, one mentee considered that going from scale 2 to 3 was really difficult, but another mentee could reach scale 8 from 2 after being involved in the mentoring program.

Among the four skills in English; writing, reading, listening, and speaking, mentees at FLDI Nurul Jadid Islamic Institute did not have the same skill that was fastest growing in them. One mentee had speaking for the fastest skill that grew in them, but another mentee had reading skill. But basically, speaking skill was the only matter skill that focused for the first-year mentees at FLDI Nurul Jadid Islamic Institute. This can be concluded from the following statement.

"If elementary is speaking, if intermediate is writing. As I see it, because from FLDI the first grade is focused on speaking, so mentor will follow, mentor will monitor the speaking development. (Participant 9)

Another response by participant 10, stating that speaking skill was the most focused skill during the mentoring program at FLDI Nurul Jadid Islamic Institute. Participant 10 stated "Speaking. It is more to speak because several activities such as speech, conversation, news reading, and debate are more to speaking skill."

The participants' responses about the fastest skill that grows in mentees above indicated that the fastest skill that grows in each single mentee at FLDI Nurul Jadid Islamic Institute could not be generalized. Each single mentee at FLDI Nurul Jadid Islamic Institute would have their own fastest growing skill. Somehow, as speaking was a skill that focused on the first-year mentees and writing was on the secondyear mentees, it could be said that most first-year mentees had speaking as their fastest growing skill, while most second-year mentees had writing as their fastest growing skill. In addition, the fastest growing skill for mentees could depend on the mentors' interest in specific skills. For instance, one mentee had writing as the fastest skill growing in her as her mentor had interest in writing, so the mentee was always trained for writing skill. FLDI Nurul Jadid Islamic Institute has three levels to determine their students' level in English. Those are elementary, intermediate, and advanced levels. Below are the participants' responses about the English level for capability of students at FLDI Nurul Jadid Islamic Institute.

"If intermediate, they are already in second years, but as FLDI is under the auspices of Nurul Jadid, even though they are second grader, they just enroll in FLDI so they are still Elementary. The third grade is Advanced" (Participant 8)

The response of participant 8 is supported by participant 10 stating that intermediate level is for the ones staying in their second year studying at FLDI Nurul Jadid Islamic Institute, she responded "*But if they already in 1-1.5 years, their developments start to be good, being in the intermediate level, second grade*"

From the participants' responses above, it is indicated that FLDI Nurul Jadid Islamic Institute has no specific test or requirements in dividing the students' level of capability in English. Students at FLDI Nurul Jadid Islamic Institute are divided in three levels based on their length of time in studying there. First year students are put in the basic level, elementary level. Second year students are put in medium level, intermediate level. And third year students are put in the highest level, advanced level.

B. Discussions

This discussion session discusses the previous findings by reflecting on the existing related theory. There are three things that were discussed in this session. First, the mentoring program design at FLDI Nurul Jadid Islamic Institute. Second, the mentors and mentees roles in the mentoring program at FLDI Nurul Jadid Islamic Institute. Third, the mentees' English language proficiency development at FLDI Nurul Jadid Islamic Institute

1. Mentoring Program Design at FLDI Nurul Jadid Islamic Institute

The research findings show that there is no specific design used in the mentoring program at FLDI Nurul Jadid Islamic Institute. These research findings are in line with the existing theories and previous studies in a mentoring program, which the field of mentoring program does not discuss about the specific design to use. As already explained previously in this study, mentoring can be done for all aspect's development. It depends on the goals of the mentoring program that have been negotiated by the mentor and mentees. The design can be planned based on the goals of the mentoring. This is in line with the research by Leidenfrost and Strassnig, Schütz, Carbon, and Schabman which showed that there was no specific impact of the different mentoring styles on mentee academic performance.⁸¹ This can be concluded that there is no specific design for a mentoring program to use.

The mentoring program at FLDI Nurul Jadid Islamic Institute occurs every night after the extracurricular activities' completion. The duration for the intensive mentoring is about 45-60 minutes, but each single pair of mentors and mentees has 24 hours to discuss everything together. Each mentor and mentee pair has their own design for the mentoring program as they made a schedule of their own pair. Mentoring program at FLDI Nurul Jadid Islamic Institute is classified as a formal mentoring program, as it is under the auspices of FLDI Nurul Jadid Islamic Institute. Referring to the theory of Philip-Jones, there are six aspects to consider in a formal mentoring design. The mentors and mentees arrangement, the mentoring process length, the focus of the mentoring, the mentors and mentees chemistry, the mentoring program monitors and supporters, and the mentors and mentees participation in activity.⁸² For the formal mentoring type at FLDI Nurul Jadid Islamic Institute, some aspects are in line with the Philip-Jones theories, and some others contrast them. Below is the discussion for each aspect.

First, the institution arranges the partnership. Based on the theory of Philips-Jones for mentors and mentees arrangement in a formal mentoring type, it is stated that partnerships are specifically arranged. Either mentor or mentees cannot choose who will be their mentor and mentees pairs during the mentoring program. All pairs for mentor and mentees are matched by the coordinator from the organization (third

⁸¹ Ibid, 61

⁸² Ibid, 14

party). Nonetheless, the mentoring program at FLDI Nurul Jadid Islamic Institute is not in line with the rule of a formal mentoring program in arranging the partnership for mentors and mentees. At FLDI Nurul Jadid Islamic Institute, the third party (the institution) is not the one who is responsible for mentor and mentees arrangement. This is against the theory of formal mentoring programs by Philips-Jones. In a formal mentoring type, the best match of mentors and mentees pairs should come from the third party, as it is to avoid the tendency of either mentors or mentees in choosing the pair that they value with their subjectivity. For mutual justice, all pairs for mentor and mentees must be matched by the coordinator from the organization (third party). The way of partnership arrangement for mentors and mentees at FLDI Nurul Jadid Islamic Institute contrasts the theory of Philip s-Jones and is not an example of partnership arrangement in a formal mentoring program supposed to be.

Second, the mentoring does not last for decades. Philips-Jones states that the mentoring process length in a formal mentoring type is temporary. A formal mentoring type only offers a short-term mentoring program which is different from an informal mentoring program that can go on for some years or even decades.⁸³ This theory is also supported by the literature review of Delaney⁸⁴ that fresh graduate teachers cannot be let to teach without being accompanied by a mentoring process for only in their first year of teaching. The mentoring does not last for years or even decades. This can be called as one of the advantages to being involved in a formal mentoring program. As the partnership is temporary, the mentors and mentees are not tied down in a mentoring relationship for a long time, so that none of them feel disadvantaged for a long-time relationship. It is already obvious that in terms of the length, the mentoring program at FLDI Nurul Jadid Islamic Institute stands with the theory of Philips-Jones, and is the same with the research of Delaney's literature review in the mentoring field. FLDI Nurul Jadid Islamic

⁸³ Ibid, 14

⁸⁴ Ibid, 52

Institute has a temporary partnership for the mentors and mentees. The mentoring program is over when the mentors are about to graduate for their formal educational institution.

Third, the mentoring prioritizes the mentees' needs and advantages. The mentoring program at FLDI Nurul Jadid Islamic Institute focuses to sharpen the mentees capability in English, either for the materials or skills. In terms of the needs between the mentors and the mentees, previous explanation in Findings already illustrated that the mentoring program at FLDI Nurul Jadid Islamic Institute prioritized the mentees' needs more than the mentors. This is in line with the theory of Philips-Jones which stated that mentees receive most of the help.⁸⁵ A formal mentoring type has a main focus on the mentees' goals and development. The mentees at FLDI Nurul Jadid Islamic Institute are the one who receive the most help and advantages. It is also supported by the theory from L'Institut D'Assurance DU Canada website⁸⁶ which states that mentor is the one giving help and mentee is the one receiving help. In sum, mentees at FLDI Nurul Jadid Islamic Institute are the one having the highest decision for their schedule during the mentoring program. The mentees can propose what they want to study and achieve to the mentors. Meanwhile the mentors are only the facilitators for mentees to achieve their goals. In a mentoring program, the mentor is the one who gives guidance, so the mentee will be the one who receives the most advantages from the mentor's guidance.

Fourth, the mentors and mentees may or may not have chemistry. This is normal in a formal mentoring type if some mentors and mentees pairs do not feel any chemistry at the beginning as they are matched by the coordinator from the third party, which means they cannot choose mentors or mentees that they wanted. It is in line with the theory of Philips-Jones about the mentors and mentees chemistry which sounded that the pairs (mentors and mentees) may or may not have

⁸⁵ Ibid, 14

⁸⁶ Ibid, 1

chemistry.⁸⁷ Yet, as at FLDI Nurul Jadid Islamic Institute the mentors and mentees pairs arrangement are not determined by the institution but the mentors. Some mentors are directly comfortable with their mentees pair as the arrangement by the mentors could be arranged with their subjectivity opinion. But this is still normal though some mentors choose mentees they wanted, but still not feeling the chemistry at the beginning. That is absolutely normal and not colliding any rules for a formal mentoring program as chemistry for each individual could not be forced. Chemistry comes naturally along the time.

Fifth, the institution (third party) monitors and gives support for the mentoring program. At FLDI Nurul Jadid Islamic Institute, the institution (the third party) is not only the one who gives support and monitors the running of the mentoring. They are also helped by NATO, as NATO was the one who has direct communication with foster mother for the running of all the activities. The way of this third party (FLDI) in monitoring the running of the mentoring program by cooperating with NATO seems not in line with the existing theory for formal mentoring program, as Philips-Jones declares that in a formal mentoring program the partnerships are only monitored and supported by the institution.⁸⁸ Yet, even though it is not in line with the existing theory, cooperating with NATO to monitor the mentoring running seems to be a very great idea as NATO is the one having a direct controlling for each single mentee development through the extracurricular activities at FLDI Nurul Jadid Islamic Institute.

Sixth, the mentors and mentees participate in FLDI Nurul Jadid Islamic Institute activities. FLDI Nurul Jadid Islamic Institute has various activities which some activities are designed for all students, and some others are only for mentors, mentees, third grade students, and even an activity is only designed for NATO. Philips-Jones theory about mentors and mentees participation in activity states that

⁸⁷ Ibid, 14

⁸⁸ Ibid, 14

mentees and mentors may participate in some activities designed for them.⁸⁹ This is in line with that theory, as at FLDI Nurul Jadid Islamic Institute the mentors are not the one who can participate in events designed by the institution, but mentees are also allowed to participate in the same events participated by their mentors. All activities designed by FLDI Nurul Jadid Islamic Institute adjust to the needs of the students. For instance, an activity to celebrate the anniversary of FLDI Nurul Jadid Islamic Institute is designed and aimed to all the students as the activity is a general and annual activity of FLDI Nurul Jadid Islamic Institute.

2. Mentors Role in Mentoring Program at FLDI Nurul Jadid Islamic Institute

Referring to the definition of mentoring itself, practically there is only one mentor's role that a mentor should do, it is guiding the mentees. The research findings on mentors and mentees' role in mentoring programs at FLDI Nurul Jadid Islamic Institute absolutely show that mentors at FLDI Nurul Jadid Islamic Institute do guie all the mentees. Generalized, mentors at FLDI Nurul Jadid Islamic Institute already fulfilled their role as mentors. As guiding can be in several aspects, existing theories about mentor's role do not only have guiding as a role that mentor must do, but there are some other specific mentor's roles for mentors to do.

Starting from the theory of Brown and Krager which state that roles that mentors must do are listening and questioning.⁹⁰ Mentors should be good listeners and questioners for the mentees. Listening to all the mentees' laments or questions, and questioning anything that can help the mentees develop and focus on the goals that the mentees planned. It is found that at FLDI Nurul Jadid Islamic Institute the mentors stand with that theory. All the mentors do listen and question the mentees. The mentors at FLDI Nurul Jadid Islamic Institute are very good at listening the mentees laments or questions, which is as good as questioning the mentees. Mentors at FLDI Nurul Jadid Islamic Institute listen to all the mentees' curiosity, discussion, and consultation with some feedback that the mentor gives. They role themselves

⁸⁹ Ibid, 14

⁹⁰ Ibid, 22

well as they never left their mentees' questions unanswered. In questioning the mentee, mentors at FLDI Nurul Jadid Islamic Institute keep questioning everything related to English materials. For instance, some mentors keep questioning the mentees some vocabularies that they have already learned previously, and some others question the mentees about 16 tenses materials after the learning process. As the mentoring program at FLDI Nurul Jadid Islamic Institute is considered mentoring in English language teaching, mentors at FLDI Nurul Jadid Islamic Institute can be good role models for future mentors as they keep questioning the mentees about anything that can help the mentees develop in their English capability.

For guidance in a mentoring program, it is already explained previously that practically giving guidance is the only one mentor's role that a mentor should do. The research findings on mentors and mentees' role in mentoring programs at FLDI Nurul Jadid Islamic Institute absolutely show that mentors at FLDI Nurul Jadid Islamic Institute do guide all the mentees. The intensive guidance by mentors to mentees at FLDI Nurul Jadid Islamic Institute happens every night after the extracurricular activities' completion, with 45-60 minutes duration. The priority guidance by mentors to mentees at FLDI Nurul Jadid Islamic activity by mentors to mentees at FLDI Nurul Jadid Islamic Institute goes to a more personal guidance such as giving motivation. This is in a line with the theory about mentor's role that comes from Shaw⁹¹ and Wilkin⁹², they emphasize that the most important role of being a mentor is giving guidance, advice and counsel to the mentees.

Practically, there is nothing special from the guidance activity during the mentoring program at FLDI Nurul Jadid Islamic Institute. The guidance activity runs as how guidance in a mentoring supposed to be. The mentors at FLDI Nurul Jadid Islamic Institute give advices and counsel the mentees to be on time in

⁹¹ Ibid, 23

⁹² Ibid, 24

submitting assignment, to be good in presenting the extracurricular activities, and not to be lazy so they can have good development. It is previously explained that based on the existing theory by Philips-Jones, the one who is responsible to monitor the mentoring running is the institution. Yet, this is good to know that mentors at FLDI Nurul Jadid Islamic Institute keep monitoring their own mentees so that the mentees at FLDI Nurul Jadid Islamic Institute do not stick, but develop. In despite of contrasting the existing theory, that kind of way cannot be denied to help the mentees staying in their tracks of development.

Another obligation that mentors must do is to help the mentees reviewing and identifying their strengths and areas for further development, to develop skills and understanding of the mentees, and to plan and implement the mentees' professional development.⁹³ These roles require mentors to keep the mentees straight to their development. Unfortunately, the mentors at FLDI Nurul Jadid Islamic Institute seem not helping the mentees to identify their strengths and areas for the mentees' further development, and not helping the mentees to set their plans as well. No such activity during the mentoring program at FLDI Nurul Jadid Islamic Institute shows those mentor's roles. Whereas, it is good to identify strengths and areas for our further development as those kinds of action could help the mentees to know their strengths and to prepare what to improve for their next better development. In addition, good plans could help the mentees to stay straight to the goals to achieve, so that it is important to set goals in the first place.

For other mentor's roles, the mentors at FLDI Nurul Jadid Islamic Institute are very painstaking and good in helping the mentees to review the strengths, to develop the skills and understanding, and to implement the mentees' professional development. Mentees at FLDI Nurul Jadid Islamic Institute are easy ways to review the strengths, to develop the skills and understanding, and to implement their professional development as their mentors have lots of ways to help them to figure

⁹³ Ibid, 11

those out. This in line with the research of Houghty, Siswadi, and Mambu which outlined that reviewing and identifying mentees' strengths and areas for further development, developing skills and understanding of the mentees, and planning then implementing the mentees' professional development are roles of mentors.⁹⁴ Previous *findings* of this study already illustrated those mentors at FLDI Nurul Jadid Islamic Institute have various ways and activities to boost their mentees development. The mentors at FLDI Nurul Jadid Islamic Institute do role themselves as good as mentors supposed to be by not letting their mentees stay stuck in one skill and development.

For another mentor's roles, mentor should also be advisor and environment counselor to the mentees. Mentor also needs to pass on the mentees' skills, and gives assistance to the mentees in solving problems and providing personal support and motivation.⁹⁵ Mentor for an advisor, it is previously explained that a mentor is supposed to give advice about what mentees should do and not do in all aspects related to the mentoring goals. The mentor's advice must not be in a negative context that can disadvantage the mentees, and or hamper the mentees to reach the goals they planned. Mentor's role as an environment counselor means that the mentor does not only counsel the mentees related to the mentoring matters, but the mentor may also counsel the mentees about things related to the environment matters such as how to act with good manners. Yet, this kind of mentor's role does not appear during the mentoring program at FLDI Nurul Jadid Islamic Institute. Most counsels from the mentors to the mentees at FLDI Nurul Jadid Islamic Institute are around the existing activities at FLDI Nurul Jadid Islamic Institute and ways to improve skills in English. Whereas, the mentoring at FLDI Nurul Jadid Islamic Institute is going to be perfect if the mentors also role themselves as environment counselor for the mentees, which next the output of the mentoring

⁹⁴ Ibid, 11

⁹⁵ Ibid, 26

program at FLDI Nurul Jadid Islamic Institute could not only in the form of great skills and capability in English but knowledge for manners as well.

For the skills, it is truly absolute that mentors' skills must pass on the mentees. Previously explained in this study that mentor is the one with a professional and life experience who approves to help mentees in developing their goals, skills, and competencies⁹⁶, while a mentee is the one who receives help and guidance from a mentor to achieve their goals.⁹⁷ This can be concluded that someone cannot be considered as mentor if the skills are lower from the one who is going to be mentored. At FLDI Nurul Jadid Islamic Institute, it is confirmed that the mentors pass on the mentees' skills, which is in line with the theory of Carter and Lewis. ⁹⁸All the mentors at FLDI Nurul Jadid Islamic Institute are truly more experienced than the mentees as they already passed their two years receiving guidance and studying at FLDI Nurul Jadid Islamic Institute. Previously explained in this study that to see how the mentor's skills pass on the mentee's skills could be seen from the mentors' ways in giving guidance, learning, and assistance to the mentees. During the mentoring program, mentors at FLDI Nurul Jadid Islamic Institute guide and teach their own mentees, answer all the mentees' questions and curiosity about English materials, and correct their mentees' mistakes for grammatical usage.

Giving assistance to the mentees in solving problems, and providing personal support and motivation are also things mentors should do. Mentors are required to give assistance to the mentees in solving problems as the mentees are the ones under their guidance, so problems related to the mentoring matters are also the mentors' responsibility to solve. It is found that at FLDI Nurul Jadid Islamic Institute the mentors stand with that theory by Carter and Lewis.⁹⁹ They play a good role in assisting the mentees in solving problems. As an example, mentors at FLDI Nurul

- ⁹⁶ Ibid, 1
- ⁹⁷ Ibid, 2
- ⁹⁸ Ibid, 26
- ⁹⁹ Ibid, 26

Jadid Islamic Institute are not only being silent when their mentees have difficulty composing such an article, they also involve themselves to ease the mentees solving it. For personal support and motivation, it is already touched on previously that in some conditions, the guidance activity by mentors to mentees at FLDI Nurul Jadid Islamic Institute goes to a more personal guidance such as giving motivation. This is good to know that mentors at FLDI Nurul Jadid Islamic Institute keep supporting and motivating their mentees when the mentees feel down and hopeless. This is such the pictures of how mentors supposed to be.

The research findings show that there is no such activity showing mentors at FLDI Nurul Jadid Islamic Institute assist their mentees in creating realistic plans and helping the mentees to set high but achievable goals. This shows that mentors at FLDI Nurul Jadid Islamic Institute contrast the theory of Smith¹⁰⁰ that declares this mentor role in his study. It is very terrible to know that the mentoring program at FLDI Nurul Jadid Islamic does not require the mentors to have those two roles, whereas the mentor's involvement in creating realistic plans and helping the mentees to set high but achievable goals is such a matter for the running of the mentoring. These two things could be considered as the two main keys of a mentoring, as mentoring in general requires plans and goals to achieve for the success of the mentoring itself. For another mentor's roles declared by Smith in his study, mentors at FLDI Nurul Jadid Islamic are in line with his theory. They supply resources and opportunities for the mentees' development, monitor mentees' progress, and provide the feedback to mentees. It cannot be denied that these three things are also considered so important in a mentoring program.

Supplying resources and opportunities for the mentee's development really matter as mentees are the ones expected to have the most developments during the mentoring program, and mentors at FLDI Nurul Jadid Islamic do supply resources and opportunities for the mentees' development. The mentors at FLDI Nurul Jadid

¹⁰⁰ Ibid, 27

Islamic ways in supplying resources and opportunities for the mentees' development come implicitly. For instance, in supplying resources and opportunities for the mentees' development in writing skill, a mentor at FLDI Nurul Jadid Islamic mentor gives correction for revision for the mentee's article so the mentee can be able to know the mistake she made in her article writing, and then she can be able to revise the article to a better writing. This seems to be good that the mentor at FLDI Nurul Jadid Islamic does not show and inform the mentees that such action is for the mentees 'development, so the mentees can enjoy the guidance process without feeling like being patronized by the mentors.

On the side, monitoring mentees' progress is as important as the previous role of mentor. Mentors are obligated to monitor the mentees' progress to value how the works of the mentoring under their guidance are running. The mentees' progress can be the benchmarks of how successful is the mentoring that is being carried out, and it is also to find out what things to be improved for the running of the mentoring betterment. The ways of mentors at FLDI Nurul Jadid Islamic Institute in monitoring their mentees progress are through the extracurricular activities. The mentees at FLDI Nurul Jadid Islamic Institute are considered in a good progress when they are able to present in the extracurricular activities well, and with no repetition to present. The extracurricular activities at FLDI Nurul Jadid Islamic Institute make the mentees not only capable in English skills and materials, but also some other skills such as the right way to present speech, debate, news reading, and many others.

In addition, feedbacks from mentors to mentees must be provided as it is for provisions and notes for mentees to specify next steps that they need to take. Good feedbacks must not be in the form of mentees dropping to avoid the mentees feeling down, hopeless, and even unmotivated. The way mentors at FLDI Nurul Jadid Islamic Institute give feedbacks to their mentees can be used as an example of future mentors as they are giving feedback in a discussion way with the mentees, so the mentees do not feel judged by the mentors and always enjoy all the mentoring process.

3. Mentees Role in Mentoring Program at FLDI Nurul Jadid Islamic Institute

For the return and the success of a mentoring program, there are also some roles of mentees to consider. America Speech Language Hearing Association (ASHA) website explores five roles of being mentees.¹⁰¹ Unfortunately, the research findings only find three roles that are done by mentees at FLDI Nurul Jadid Islamic Institute, while the other two roles against it. Mentees at FLDI Nurul Jadid Islamic Institute involve themselves in the making of schedule for their activities, some pairs of mentors-mentees even handed the schedule only to the mentees. This is truly in line with the theory of Philips-Jones¹⁰² about a formal type which states that the main focus of a mentoring in a formal mentoring program is on the mentees' goals and development. The mentees must be the ones who receive the most help and advantages. By involving the mentees in the schedule making for the mentoring activities, the mentors implicitly hand the running of the mentoring to the mentees and prioritize the mentees' needs. This is how mentoring is supposed to be, prioritizing the mentees' needs than the mentors.

Sharing information to mentors is also required for mentees. Mentees are required to share any information to the mentor which might be helpful for the mentoring program running. In addition, the mentees' involvement can impact the smoothness of the mentoring running as both sides, the mentors and the mentees, take part for the success of the mentoring program. The research findings capture that mentee at FLDI Nurul Jadid Islamic Institute do involve themselves to share any information for the smooth running of the mentoring. Mentees' involvement in sharing information during the mentoring process eases the mentors and the mentees to have topics to discuss together. Again, this is how mentoring is supposed to be, both sides, the mentors and the mentees, are advantaged. Though mentees are

¹⁰¹ Ibid, 29

¹⁰² Ibid, 32

still the ones that should receive the most advantages, mentors are not the ones who should be disadvantaged.

Another thing that mentees should do during the mentoring process is feeling curious. This is in line with what is stated in ASHA website about mentees as continuous learners.¹⁰³ As a continuous learner, mentees should not be satisfied with what they received and achieved, they should always feel curious about knowledge and other things that can help developing themselves, and enriching their knowledge by taking the opportunity to learn from the mentor. Mentees at FLDI Nurul Jadid Islamic Institute do role themselves well in being continues learners. They are always curious about everything that they do not know, and not letting themselves to only be silent without taking the opportunity to learn from their mentors. Mentees at FLDI Nurul Jadid Islamic Institute about taking the opportunity to learn from the silent fr

Ironically, there is no such activity during the mentoring program at FLDI Nurul Jadid Islamic Institute that reflects mentees roles as driver of relationship and resource partner. As a driver of relationship, mentees are expected to be able to identify their own skills, knowledge, and or goals that they want to achieve, so the mentors can facilitate the mentees to achieve the goals they expected. It is unfortunate that mentees at FLDI Nurul Jadid Islamic Institute do not tell the mentors about the goals they want to achieve. They are only enjoying the mentoring process and activities without telling their mentors about the exact goals they want to achieve for the mentoring program. It is not the kind of role expected for being mentees.

Mentees role as resource partner requires mentees to work together with their mentors to seek resources for learning. This mentees' role also expects mentees to be able to identify people and information that might be useful for the running of the mentoring program, and for achieving the mentees' goals. There is no such

¹⁰³ Ibid, 29

activity at FLDI Nurul Jadid Islamic Institute showing mentees at FLDI Nurul Jadid Islamic Institute in providing resources for learning. It seems that resources for learning during the mentoring process come from the mentors only. Whereas, involving the seeking of resources in learning eases the mentees achieve what the goals they expected as their selves are truly the ones knowing what they really need and what they want to achieve.

4. Mentees' English Language Proficiency Development at FLDI Nurul Jadid Islamic Institute

The research findings show that mentees who are under mentoring program at FLDI Nurul Jadid Islamic Institute have significant development in their English capability. The development for each of the mentees cannot be generalized as each individual's capability is not the same from one to another. There is no specific skill that can be generalized as the fastest growing skill in mentees. Each mentee has their own fastest skill growing in them. Nevertheless, at FLDI Nurul Jadid Islamic Institute, there are some specific skills that are focused more than others. Previous findings already explained that speaking skill is more focused to the first-year mentees, while writing skill is focused more to second year mentees. This is considered to be good that FLDI Nurul Jadid Islamic Institute has targeted skills for their mentees to achieve as mentees at FLDI Nurul Jadid Islamic Institute do not tell the mentors about the exact skills or capability they want to achieve during the mentoring program. The mentoring program at FLDI Nurul Jadid Islamic Institute can be considered and counted as a good mentoring program in English language teaching as it equips mentees with better English language proficiency development. In addition, the findings of this study are able to weaken Delaney's opinion in her study¹⁰⁴ stating that mentoring in English language teaching mostly happens between a new or first year teacher and senior or professional teacher. These research findings show that mentoring in English language teaching can also

¹⁰⁴ Ibid, 52

happen between students. Another important thing to highlight is that the findings of this study are the same as the previous studies such as by Castanheira¹⁰⁵, Ismail and Jui¹⁰⁶, which show that a mentoring program never fails to create much better development for the mentees, even though the mentoring is by non-professionals mentors, such as a mentoring by students to students.

Another thing to highlight in this study for the mentees' English language proficiency development is that the factors influencing the mentees' English language proficiency development during the mentoring program at FLDI Nurul Jadid Islamic Institute. The research findings indicated three points that influence the mentees' English language proficiency development during the mentoring program at FLDI Nurul Jadid Islamic Institute; the frequency of the mentoring, the implementation of supporting extracurriculars activities, and the use of English as the only language for communication. Firstly, the mentor and mentee pairs at FLDI Nurul Jadid Islamic Institute have daily intensive guidance that occur every night for two years. They have approximately one hour for intensive guidance, but the mentors welcome the mentees twenty-four hours for any discussions related to mentoring and extracurricular activities matters to keep the mentees stay straight to their development. Secondly, the supporting extracurricular activities such as speech, debate, discussion, and many others were provided to keep the mentees having progress in the four English skills; listening, reading, writing, and speaking. Lastly, the use of English as the only one language for communication helped the mentees to have great speaking progress in terms of fluency and vocabulary mastery. These three highlighted points that influence the mentees' English language proficiency development during the mentoring program at FLDI Nurul Jadid Islamic Institute have never been discussed in any theories or previous studies in mentoring for English language teaching context. Mostly, existing theories and previous studies in mentoring discussed both mentor and mentee roles as the main

¹⁰⁵ Ibid, 58

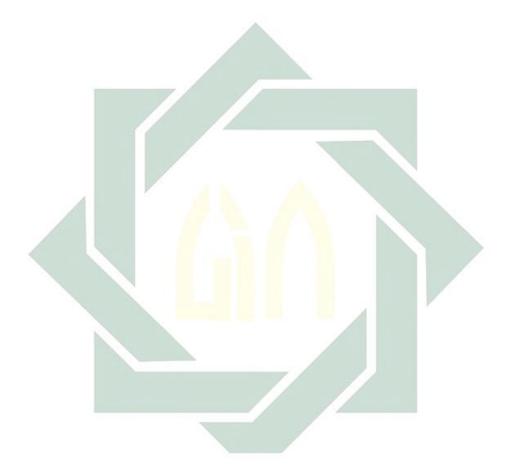
¹⁰⁶ Ibid, 62

keys for a successful mentoring program. Yet, from the findings of this study, these enlighten the policies of the institution as the third party also takes part for the successful of a formal mentoring program for English language teaching context.

Unfortunately, it is very terrible to know the way of FLDI Nurul Jadid Islamic Institute in determining the level of their students' English proficiency. FLDI Nurul Jadid Islamic Institute has no specific test to determine the students' English proficiency. Students at FLDI Nurul Jadid Islamic Institute are divided in some levels based on their length of time in studying there. First year students are put in the basic level, elementary level. Second year students are put in medium level, intermediate level. And third year students are put in the highest level, advanced level. Whereas, there are six references of English language proficiency levels that are widely accepted as the global standard for grading an individual's language proficiency. They are English Basic User (A1, A2), English Independent User (B1, B2), and Proficient English User (C1, C2).¹⁰⁷ To be considered in those six levels, there are some criteria that individuals should achieve. It is not necessarily considering ourselves in one of those levels without giving proof that some criteria have already been achieved. For instance, a beginner (A1) should be able to describe themselves, read and translate simple texts, write simple letters, and fill out forms. A beginner should also reach vocabulary mastery of about 1,200 words. It is very unfortunate that FLDI Nurul Jadid Islamic Institute does not give specific tests such as TOEFL by ETS (Educational Testing Service) that are already approved nationally and event internationally to prove their student' English proficiency. FLDI Nurul Jadid Islamic Institute already holds a good design for a mentoring program in English language teaching context, and proves that the mentoring does work to develop the mentees' English language proficiency. FLDI Nurul Jadid Islamic Institute is going to be the perfect institution of a mentoring program in English language teaching, and to be *qibla* for mentoring program in

¹⁰⁷ Ibid, 51

English language teaching, if it also facilitates the students an acceptable and or approved test nationally or even internationally to measure the English proficiency.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

- There are four points that can be concluded from the findings of this study: 1. FLDI Nurul Jadid Islamic Institute is an institution that runs a mentoring program in an English language teaching context, and it has no specific design for the mentoring program. The mentoring program at FLDI Nurul Jadid Islamic Institute is in the form of a formal mentoring program as the mentoring program is under the auspices of FLDI Nurul Jadid Islamic Institute itself. The intensive mentoring program at FLDI Nurul Jadid Islamic happens every night after extracurricular activities, which the duration is about 45-60 minutes, but each single pair of mentors and mentees has 24 hours to discuss everything together. Each mentor and mentee pair are handed to design the running of their own mentoring process
- 2. In general, the mentors and the mentees at FLDI Nurul Jadid Islamic Institute already role themselves well as mentors and mentees in a mentoring supposed to be. Yet, there are still some roles of mentor and mentees that are not done by mentors and the mentees at FLDI Nurul Jadid Islamic Institute. there are six roles that are not done by mentors at FLDI Nurul Jadid Islamic Institute, and there are two roles that are not done by mentors at FLDI Nurul Jadid Islamic Institute Institute
- 3. The mentoring program at FLDI Nurul Jadid Islamic Institute succeeds in developing their Mentees English language proficiency. All mentees at FLDI Nurul Jadid Islamic Institute are developed, though one mentee to another do not have the same development, and the same pace to develop.
- 4. Students at FLDI Nurul Jadid Islamic Institute are divided in some levels based on their length of time in studying there. First year students are put in the basic level, elementary level. Second year students are put in medium level, intermediate level. And third year students are put in the highest level, advanced

level. There is no specific and approved test that is used by FLDI Nurul Jadid Islamic Institute to measure their students' English proficiency, and to put their students in level based on their proficiency.

B. Suggestion

Based on the conclusion and the limitations of this study. Suggestions are only given to mentors and mentees at FLDI Nurul Jadid Islamic Institute, the institution, and future researcher.

- For mentors and mentees at FLDI Nurul Jadid Islamic Institute, it is going to be good if all mentors and mentees at FLDI Nurul Jadid Islamic Institute able to know what exactly they should do. Some roles will not be left if mentors and mentees at FLDI Nurul Jadid Islamic Institute already know things they should do. So, the mentoring can run smoothly, and all the goals can be achieved.
- 2. For the institution, FLDI Nurul Jadid Islamic Institute, the mentoring program will be much better and even perfect if the institution cooperates with an approved institution that handles tests to measure English proficiency. Dividing individuals' level of proficiency based on their length of time in studying can be justified and approved.
- 3. For future researchers, this is going to be interesting to figure out other variables of mentoring that are done by non-professional, such as the challenges of mentoring done by non-professionals, or future impacts of a mentoring program by non-professional.

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