

**THE ROLE OF THE ENGLISH TEACHER MENTOR IN
DEVELOPING TEACHER COMPETENCIES OF ENGLISH
PRE-SERVICE TEACHER**

THESIS

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



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ABSTRACT

Ratri, A.I.S. (2023). *The Roles of The English Teacher Mentors in Developing Teacher Competencies of English Pre-service Teacher*. A thesis. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel, Surabaya.

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Keywords: Mentoring, Teacher Mentor Roles, Teacher Competence, PLP Program.

Mentoring for pre-service teachers must be for academic improvement and teaching skills for pre-service teachers. the mentoring process between pre-service teachers who have status as mentee accompanied by teacher mentors, then there is interaction during mentoring. PLP (Introduction to Schooling Field) is a formal mentoring program in the Tarbiyah and Teacher Training faculties aimed at all education students in semester 7. This mentoring program aims to improve teacher competency for all student teacher candidates. In previous studies regarding forms of assistance for English teachers, the objective of this study was different for English pre-service teachers when assisting at partner schools. Mentoring is carried out by experienced English teacher mentors for English pre-service teachers. This research explores the roles practiced by English teacher mentors who are applied during mentoring. This quantitative research examines mentoring programs for English language education program students who act as mentee or prospective English teachers. The PLP program collaborates with partner schools around the university, as well as English subject teachers who are mentor teachers who become companions for English pre-service teachers. This study uses interviews and questionnaires to collect data. The results show that the roles of English teacher mentors practiced during the PLP program are as tutors, friends, and professional teachers. However, another meaning of a professional teacher from all English mentor teachers is as a senior teacher for English pre-service teachers. While other roles as parents and guides are also practiced by two of the four English teacher mentors. Another result of the teacher mentor roles has an impact on increasing teacher competence. In accordance with the objectives of the PLP program, the increase in teacher competence achieved in this study is personal competence. This research can be a reference for students as preparation for participating in the PLP program in the next academic year.

ABSTRAK

Ratri, A.I.S. (2023). *The Roles of The English Teacher Mentors in Developing Teacher Competencies of English Pre-service Teacher*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel, Surabaya.

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Kata Kunci: Pendampingan, Peran-peran Guru Mentor, Kompetensi Guru, PLP Program.

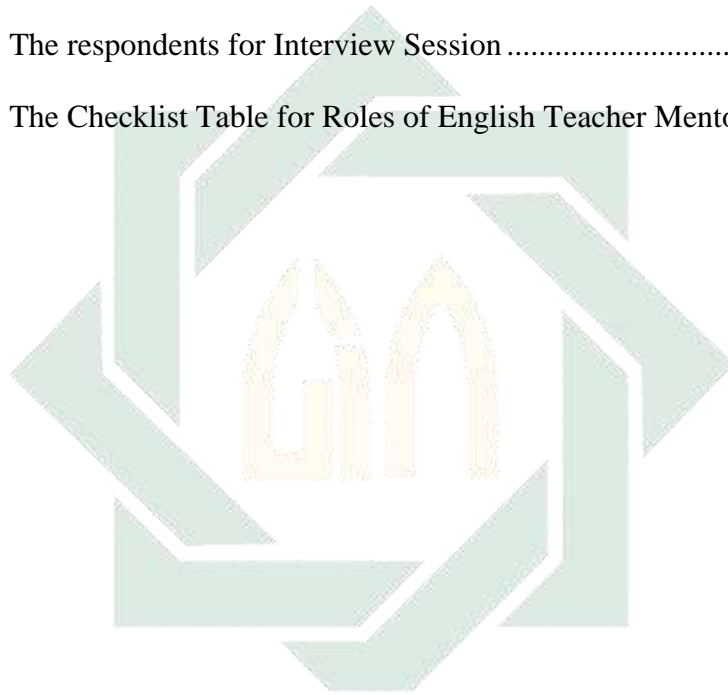
Pendampingan untuk calon guru harus untuk peningkatan akademik dan ketrampilan mengajar bagi calon guru. proses pendampingan antara calon guru yang berstatus sebagai mentee didampingi oleh guru mentor, maka terjadi interaksi selama pendampingan. PLP (Pengenalan Lapangan Persekolahan) adalah program pendampingan formal dalam fakultas Tarbiyah dan Keguruan yang ditujukan untuk seluruh mahasiswa pendidikan di semester 7. program pendampingan ini bertujuan untuk meningkatkan kompetensi guru untuk seluruh calon guru mahasiswa. Studi-studi sebelumnya mengenai bentuk-bentuk pendampingan untuk guru bahasa Inggris, berbeda tujuan penelitian ini adalah untuk calon guru bahasa Inggris ketika pendampingan di sekolah partner. Pendampingan dilakukan oleh guru mentor Bahasa Inggris yang berpengalaman terhadap calon guru Bahasa Inggris. Penelitian ini menelusuri peran-peran yang dipraktikkan oleh guru mentor yang diterapkan selama pendampingan. Penelitian kuantitatif ini mengkaji program pendampingan terhadap mahasiswa program pendidikan bahasa Inggris yang berperan sebagai mentee atau calon guru Bahasa Inggris. PLP program bekerja sama dengan sekolah mitra sekitar universitas, serta guru mata pelajaran bahasa Inggris adalah guru mentor yang menjadi pendamping bagi English pre-service teacher. Penelitian ini menggunakan wawancara dan kuesioner untuk mengumpulkan data. Hasilnya menunjukkan peran-peran guru mentor Bahasa Inggris yang dipraktikkan selama PLP program adalah sebagai tutor, teman, dan guru profesional. Namun, artian lain guru profesional dari seluruh guru mentor Bahasa Inggris adalah sebagai guru senior bagi calon guru Bahasa Inggris. Sedangkan peran lainnya sebagai orang tua dan guide juga dipraktikkan oleh dua dari empat guru mentor Bahasa Inggris. Hasil lainnya dari peran-peran teacher mentor tersebut berdampak terhadap peningkatan kompetensi guru. Sesuai dengan tujuan PLP program, peningkatan kompetensi guru yang dicapai dalam penelitian ini adalah kompetensi personal. Penelitian ini bisa menjadi acuan bagi mahasiswa sebagai persiapan mengikuti PLP program di tahun ajaran selanjutnya.

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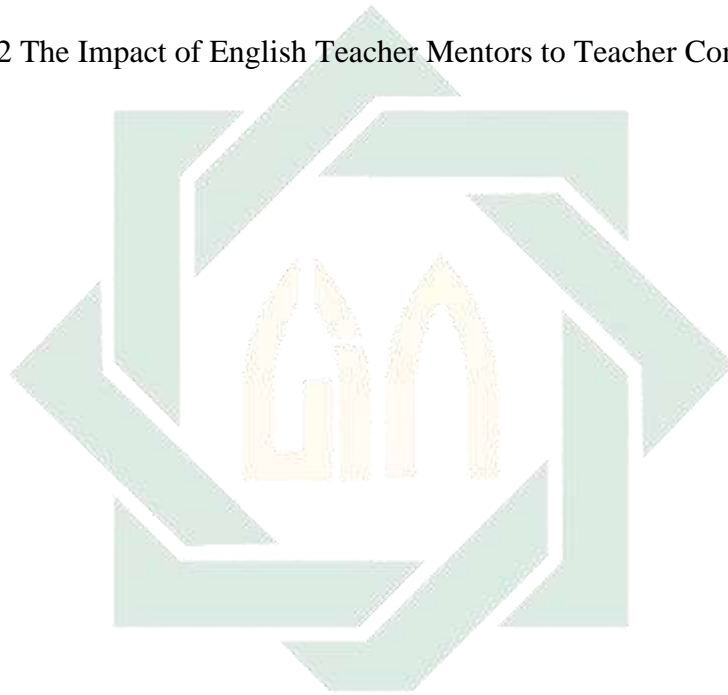
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LIST OF ABBREVIATIONS

PLP : Pengenalan Lapangan Persekolahan

TM : Teacher Mentor

PsT : Pre-service Teacher

DPL : Dosen Pembimbing Lapangan

Pd C : Pedagogical Competence

Pf C : Professional Competence

S C : Social Competence

Ps C : Personal Competence



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CHAPTER I

INTRODUCTION

This first chapter covers the introductory of this study, which includes; (A) background of study, (B) research question, (C) research objectives, (D) significance of the study, (E) scope and limitation, and (F) definition of key-terms.

A. BACKGROUND OF STUDY

Besides getting formal knowledge by entering official schools, people who work or teach can also participate in mentoring activities with someone more expert. Mentoring is a program based on improving something (performance, quality, skills, and abilities) in contrast to public schools or private tutoring, which hold briefly. Internship While practicing, the mentoring process is taken in multiple meetings. Mentoring must occur and finish according to the agreed schedule with the companion.

According to The U.S. The Department of Labor there is different between apprenticeship and internship¹. An apprenticeship is a formal employment program whereby a person takes part in a specific training/class, trade or career path and obtains a certificate or degree. Apprentices are permitted to do work for industry along with top level employees. One of the main factors of being an apprentice is that of doing the work and duties of the job assigned. So that is the role with supervision and guidance from employees. Furthermore Internships, paid or unpaid, are intended as educational opportunities, not employment opportunities. The interns are not institutional employees. Interns are brought in to learn and can be about a particular job or industry sector. An intern is an individual in an organization for a short period of temporary work-based learning.

1 US. Department of Labor. "What is the different of Apprenticeship and Internship". <https://www.apprenticeship.gov/help#top> . (diakses pada Sabtu 8 Juli 2023, pukul 19.30)

Degree or certificate programs do not have to be aligned with a supported organizational internship. The main purpose of the internship is to teach, train and provide insight in the field. Every opportunity should be a learning opportunity². Furthermore, the definition of mentoring by some experts is as follows.

Mentoring is a professional development activity done by someone in a particular line of work³. Another meaning reveals that mentoring is a collaborative relationship between seniors and juniors in improving specific objectives⁴. According to Whittaker and Cartwright as cited in Hampton, state a mentoring relationship is two people can share their concerns and challenges in a supportive environment because of mutual respect and belief⁵. The mentoring process follows with the contribution of two parties who embrace their active roles, namely mentors and mentees. Similar to Hasan and Chien in Potts, state mentoring is a process that involves some different elements, such as an experienced mentor's capability to provide courses and trained mentees for professional goals⁶. Mentoring is common in various fields of work and education. Mentoring is utilizing the potential and skills of people who do mentoring.

Mentoring is not only done for business professionals but also for academic professionals. The world educational academies of universities and schools instruct mentoring programs⁷. The practitioners of the school mentoring program or internship teaching practicum are the academy trainers for final-year college

2 Oriana Maghoney, "Session - Apprenticeships vs. Internships vs. Mentorships", <https://2022.educatingforcareers.org/> (diakses pada Sabtu 08 Juli 2023, pukul 19.45)

3 Wood, J.E. (2020). "Mentoring: roles & responsibilities of a mentor". <https://pikes.org/mentoring-skill-sets-of-a-mentor/> (diakses pada Sabtu 12 November 2022, pukul 10.45)

4 Kay, D., & Hinds, R. (2009). *A practical guide to mentoring: How to help others achieve their goals*.

5 Hampton, G., Rhodes, C., & Stokes, M. (2004). *A Practical Guide to Mentoring, Coaching and Peer-networking: Teacher Professional Development in Schools and College*. Routledge. <https://doi.org/10.4324/9780203591949>.

6 Potts, J. (2000). *Mentoring beginning teachers: guiding, reflecting, coaching*. New York, Maine: Stenhouse Publishers.

7 Herman, L., & Mandell, A. (2005). *From teaching to mentoring*. Routledge. <https://doi.org/10.4324/9780203464434>.

students majoring in education⁸. Most of the school's mentoring program systems provide to the teacher mentor assigned by the school administrator. The schools scheduled must support mentoring programs so that it is in line with the flow of the program at the school.

Mentoring has a relationship between the experienced and the less experienced⁹. The connections must be dynamic and reciprocal. A successful reciprocal relationship between mentor and mentee can characterize an excellent and successful mentoring program¹⁰. The professional people are mentors who serve as a guide, educators, and role models. An excellent mentor should be reliable, humane, communicate openly, and care¹¹. People with less experience are mentees, which means they can still do something. The mentee's role is very much needed to build the mentoring process with the specified goals¹². The mentor and mentee are relieved of the burden of mentor-ship.

Mentoring must begin by establishing shared goals between the mentor and mentee. The mentor has the role of accompanying the mentee with similar interests and aspirations as a fundamental goal¹³. Besides, the mentee has the position to accept mentor policies. Terms of the mentee have knowledge willingness. Next, determine the final goal to be achieved. Then, the process of assisting is to develop skills, knowledge, abilities, and thoughts together¹⁴. The mentor must control the mentee from the beginning of the mentoring process until it reaches the desired goal.

8 Boreen, J. (2009). *Mentoring beginning teachers: Guiding, reflecting, coaching* (2nd ed). Stenhouse Publishers.

9 Johnson, W. B., & Ridley, C. R. (2004). *The Elements Of Mentoring* (1st ed). Palgrave Macmillan. Page 5.

10 Zachary, L. J., & Fischler, L. A. (2009). *The Mentee's Guide*. San Francisco : A Wiley Imprint 989 Market Street, 171. Page 2.

11 Johnson, W.B., & Ridley, C.R., (2004), *Ibid.*, Page 16.

12 Zachary, L. J., & Fischler, L. A., (2009), *Ibid.*

13 Johnson, W. B., & Ridley, C. R., (2004), *Op.Cit.*, page 6.

14 Zachary, L. J., & Fischler, L. A., (2009), *Op. Cit.*, page 2.

Mentoring has a role in teaching professional development¹⁵. According to He in Russell's paper state teaching practicum program involves the collaborative efforts of university supervisors, school supervisors, class teachers, and pre-service teachers¹⁶. In addition, according to Hudson in Smit's paper, mentoring has benefits for pre-service teachers, mentor teachers, and schools¹⁷. Mentoring indicates pre-service teachers' first provision of basic technology and education abilities¹⁸. The pre-service teacher receives classroom instruction. Mentoring indicates pre-service teachers' first provision of basic technology and education abilities. Mentoring pre-service teachers in class are going accompanied by class teachers as mentors¹⁹. Pre-service teachers will apply the understanding extended from lecture teacher education. The result is preparing pre-service teachers to better deal with the various students and the diverse classroom environment.

There are some studies in the field of mentoring pre-service teachers. A paper by Smit and Pieter in 2021 explores the performance of mentor-teacher identities, partnerships, pre-service teacher mentoring experiences, and roles²⁰. As a result, teacher mentors rate the opportunity to develop future teachers as the most significant benefit of mentoring pre-service teachers. Even in the specific case of initial teacher mentoring, the content informs how to master the competencies produced by learning outcomes in collaboration with the assisting teacher. This study shows the results of engaging in interactive mentoring to maintain professional independence.

15 Tomlinson, P. (1995). *Understanding Mentoring: Reflective Strategies For School-Based Teacher Preparation*. Bristol, Philadelphia: Open University Press.

16 Russell, M. L., & Russell, J. A. (2011). Mentoring Relationships: Cooperating Teachers' Perspectives on Mentoring Student Interns. 35(2).

17 Smit, T., & du Toit, P. H. (2021). Exploring the pre-service teacher mentoring context: The construction of self-regulated professionalism short courses. *South African Journal of Education*, 41(2), 1–13. <https://doi.org/10.15700/saje.v41n2a2010>.

18 Boreen, J. (2009)., *Op.Cit.*

19 Sithulisiwe Bhebhe. (2022). Mentoring pre-service teachers in situated learning: A case study of a Zimbabwean teacher training college. *World Journal of Advanced Research and Reviews*, 14(2), 550–558. <https://doi.org/10.30574/wjarr.2022.14.2.0436>.

20 Smit, T., & du Toit, P. H., (2022), *Ibid.*

Another researcher is Biao Li; the paper investigates mentor teachers' roles and how they see them concerning one another. A sequential explanatory mixed methods design uses in this investigation. The reason is to provide pre-service teachers in their teaching practice within the framework of Malaysia. This paper underlines the necessity of all mentor-ship roles. The research reveals that mentor teachers perceive they are doing the job of fulfilling their duty. Also, they make a significant contribution to pre-service teacher mentoring. The transcribed data shows that the mentor teacher's actions during school teaching practicum increase potential pre-service teachers²¹. In Biao Li's report, the mentor-teacher role is also essential in developing pre-service teachers' pedagogical knowledge and professionalism as educators. Then, it should not disregard it.

Academic institutions also conduct a study on mentor-ship for pre-service teachers. Hence, a survey by Ndebele and Legg-Jack about the pre-service teachers at a South African university examines the development of mentorship. This study aims to look into the effects of mentoring progression on aspiring South African university mentors. The goal is to comprehend the characteristics and procedures used by mentors to train their mentees (trainees) during teaching practice²². It was determined to be the most dominant issue because several mentees reported the reward under that factor. Furthermore, the outcomes of this study indicate that pre-service teacher assistance promotes the growth of various pedagogical knowledge. Mentors provide equipment for pre-service teachers to practice lesson plans, time management skills, and classroom teaching. Also, featuring pre-service makes learning successful and the support needed to advance a pre-service teacher's career.

21 Li, P. B., Sani, B. B., & Azmin, N. A. B. M. (2021). Identifying mentor teachers' roles and perceptions in pre-service teachers' teaching practicum: *The use of a mentoring model. International Journal of Education and Practice*, 9(2), 365–378. <https://doi.org/10.18488/journal.61.2021.92.365.378>.

22 Ndebele, C., & Legg-Jack, D. W. (2022). The Impact of Mentoring in the Development of Pre- Service Teachers from a University in South Africa. *International Journal of Learning, Teaching and Educational Research*, 21(3), 88–105. <https://doi.org/10.26803/ijlter.21.3.6>.

The following internship involves research in instruction English as a second language (ELT). The primary focus of Ghufron's research is the assessment of pre-service English teachers' pedagogical abilities to teach English during a teaching internship program. Referring to the study, pre-service English teachers have solid pedagogical skills. Under the guidance of professional English language teaching (ELT) practitioners, reflective instruction and extended teaching practice will benefit pre-service English teachers²³. In conclusion, the previous research described by Ghufron regarding pre-service English teachers has pedagogical competence under the guidance of teaching practice. In addition, previous investigations on mentoring programs for English teachers, the role of mentors in general assistance, and the implementation of online mentoring by available pre-service teachers are all investigated.

Nevertheless, research needs to examine the role of teacher mentors on pre-service English teachers when running mentoring programs to improve teacher competencies. Mentoring activities for university pre-service teachers are agendas carried out with partner schools. During the mentoring process, there is engagement among the pre-service teacher and the mentor. In mentoring pre-service teachers, the teacher mentor expects to be an example of an active professional in showing the preparation, process, and delivery of lessons so that the observing pre-service teacher can gain teaching knowledge in the classroom²⁴. The mentor-ship program in this research is Pengenalan Lapangan Persekolahan (PLP), or training practice for pre-service teachers. This mentor-ship program is different from other programs because it is handled by one of the Faculty in Sunan Ampel Surabaya Islamic University State. The aim of this research is in the mentor-ship to student teaching; pre-service teachers must complete a Pengenalan Lapangan Persekolahan (PLP) that involves face-to-face student interaction. A

23 Ghufron, M. A., Taufiq, A., & Riskiyanto, M. (2022). Pre-service English teachers' pedagogical competence in teaching English: A case of teaching internship program (TIP). *English Learning Innovation*, 3(1), 27–41. <https://doi.org/10.22219/englie.v3i1.19382>.

24 Sithulisiwe Bhebhe. (2022)., *Op.Cit.*

PLP program enables the pre-service teacher to get practical teaching experience through supervised and directed instruction.

Partner schools in the PLP program ensure suitable education facilities are available. The PLP program is crucial in mentor-ship because it allows pre-service, especially English teachers, to use their newly learned skills in a natural teaching environment. From the first session of the program to the progress evaluation process, there is an automatic indirect interaction between the mentor and the mentee. Everyone participating loved all schedules and meetings during the PLP program. As a result, it is an ideal venue for training and improvement as professionals²⁵. Students majoring in English drive up most pre-service teachers, and teacher mentors decide to be the only English teachers. Teacher mentor roles implemented during the mentoring program will impact the understanding of teacher competencies of pre-service teachers.



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25 Goodwyn, A. (1997). *Developing English Teachers: The Role Of Mentorship In a Reflective Profession*. Open University Press.

B. RESEARCH QUESTIONS

1. What are the English teacher mentor's roles in developing English pre-service teachers' teaching competencies?
2. What are the improvements in teacher competencies felt by the English pre-service teacher from the role of English teacher mentor?

C. RESEARCH OBJECTIVES

1. To classification the roles of the English teachers' mentor in developing teacher competencies of English pre-service teachers.
2. To explore the teacher competencies felt by the English pre-service teacher from the role of the English teacher mentor.

D. SIGNIFICANCE OF STUDY

1. Future Teacher Mentors

This research aims to help future teacher mentors who will become mentors in the upcoming mentoring program. Teacher mentors will use the information in this study as a guide in implementing their role as mentors to maintain the development of teacher competencies for pre-service teachers.

2. Future Pre-service Teacher

The outcomes of this study will help future pre-service teachers who will have mentoring programs by reviewing the strategies and roles of teacher mentors that will use during mentoring.

3. Future English Language Teaching Program

The effects of this study will aim at the English language teaching program as an evaluation of the mentoring program accepted by students as pre-service teachers. Next, in the future, when designing mentoring programs, it

can achieve the pre-service goal of increasing teacher competencies from the results of mentoring programs with teacher mentors.

4. Future Researcher

As a result of this study, future researchers who wish to research the mentorship topic, particularly those in the field of education with an emphasis on teacher competencies, will be provided with important information. Future studies use this result to identify gaps in their knowledge or get more in-depth information on English mentor-ship programs. Future researchers could study the potential effects or difficulties of non-professional English mentoring.

E. SCOPE AND LIMITATION OF STUDY

This study focuses on the PLP mentoring program at UINSA and the roles of mentor teachers in the mentoring program for pre-service teachers. Since this mentoring program oversees by university faculty, this study limits the roles played by teacher mentors during the PLP program following Johnson's concept²⁶. There are five limited roles: tutor, guide, friend, parent, and teacher. Furthermore, this research restricts the number of partner schools in the PLP program. The boundary criteria for the partner schools chosen in this study are public junior high schools in the Sidoarjo area with grade 'A' qualifications.

Furthermore, the study's limitations include only pre-service teachers for 8th-semester English study program students who have performed the PLP program at selective partner schools. In addition to realizing teacher competencies controlled by Indonesian government rules²⁷.

26 Johnson, W. B., & Ridley, C. R. (2004)., *Op.Cit.*

27 Pemerintah Indonesia. (2008). *Peraturan Pemerintah Nomor 74 Tahun 2008 tentang Guru*. Kementerian Pendidikan dan Kebudayaan. Jakarta.

F. DEFINITION OF KEY-TERMS

1. The Mentoring Program

Mentoring facilitates the transition of teacher trainees from students to professionals. Another definition from Amy at Boreen's book reveals that mentoring is a collaborative relationship between seniors and juniors in improving specific goals²⁸.

This study outlines the support given by the Pengenalan Lapangan Persekolahan (PLP) program to teachers candidate, focusing on English language education with teacher mentors²⁹. English instructors in training instruct students in guiding activities that are relevant to the growth of teacher expertise. The mentor-ship program also assigns pre-service English teachers based on teacher competencies achievement.

2. The Teacher Mentor

The expert, those with knowledge, and the consultant are the mentors. The mentor is a more experienced personality with a sensible, accountable, and trustworthy character. Because they direct, supply, and instruct knowledge and procedure recommendations to help people become experts, mentors are similar to consultants³⁰.

This study defines a mentor as a teacher mentor who is an English teacher as well as an English pre-service teacher companion during Pengenalan Lapangan Persekolahan (PLP) program activities.

28 Boreen, J., (2009). Op.Cit.

29 Tim Laboratorium Fakultas Tarbiyah dan Keguruan. (2022). *Pedoman Pelaksanaan Pengenalan Lapangan Persekolahan I dan II (PLP)*. Universitas Islam Negeri Sunan Ampel Surabaya.

30 Johnson, W. B., & Ridley, C. R., (2004), *Op.Cit.*, Page 38.

3. Pre-service Teacher

Pre-service teachers frequently have acquired knowledge about what becoming a teacher is like, and they anticipate that potential role models will fit these assumptions. In addition, pre-service teachers who emulate what they believe to be effective teaching practices and form a positive and robust teacher identity receive support and scaffolding from their mentors and exposure to positive role models.

The student in education class studies the world of teaching, including those in the school curriculum, classroom management, and RPP or lesson plan³¹. However, pre-service can imitate something other than what the teacher or professional gives. This research defines the pre-service English teacher as a 7th-semester student who runs the PLP program as a teaching practice in class.

4. Teacher Competencies

This study defines teacher competencies as pedagogical, personality, social, and professional competencies. Based on Peraturan Pemerintah Indonesia (Perpem) about 'Guru' 74 tahun 2008³². Teacher competence is the capability of teachers to succeed in student knowledge in class. It at least contains accepting knowledge, ideas or foundations, understanding students, formulating teaching programs, creating learning design, implementing educational learning, using learning technology, and assessing student learning and development to realize various potentials of students in the class.

31 Afalla, B. T., & Fabelico, F. L. (2020). Pre-service teachers' pedagogical competence and teaching efficiency. *Journal of Critical Reviews*, 7(11), 223–228. <https://doi.org/10.31838/jcr.07.11.36>.

32 Pemerintah Indonesia. (2008). *Peraturan Pemerintah Nomor 74 Tahun 2008 tentang Guru*. Kementerian Pendidikan dan Kebudayaan. Jakarta.

CHAPTER II

LITERATURE REVIEW

This second chapter covers the theoretical framework and previous studies. The theoretical framework includes: (1) mentoring, (2) mentoring in teacher preparation program, and (3) teacher competencies. The part of mentoring also includes: (1.1) definition of mentoring, (1.2) roles of mentor, and (1.3) roles of mentee. Then, the part of mentoring in teacher preparation program includes: (2.1) definition of teacher preparation program, (2.2) teacher mentor, and (2.3) pre-service teacher.

A. THEORETICAL FRAMEWORK

1. Mentoring

1.1 Definition of Mentoring

Anyone who needs abilities and expertise participates in mentoring duties apart from mandatory schooling or job duties. The purpose is to get advice, assistance, and development as a professional. This mentoring activity brings together professionals in several sectors to serve as instructors³³. Mentoring involves experiential learning³⁴. The base of the mentor-mentee bond is setting goals at the start of the mentee's academic career³⁵. According to Mullen, mentoring is a behavior that aims to improve mentees' education outside the typical supervisory or advising setting, the

33 Johnson, W. B., & Ridley, C. R., (2004), *Op.Cit.*, Page 7.

34 Pask, R., & Joy, B. (2007). *Mentoring-Coaching: A Guide For Education Professionals*. McGraw Hill, Open Univ. Press.

35 Saint Mary's et.al. (2018). Mentoring Experiences, Issues, and Concerns in the Student- Teaching Program: Towards a Proposed Mentoring Program in Teacher Education. *IAFOR Journal of Education*, 6(3), 7–24. <https://doi.org/10.22492/ije.6.3.01>.

mentor being the college professor beyond the requirements of their profession³⁶.

Additionally, Kemmis states that mentoring in practice and encouragement mentees have high expectations of their mentors³⁷. Based on Johnson and Ridley's idea, making friends and working well with colleagues is another form of mentoring³⁸. If the mentee is free to choose the criteria for the ideal mentor during the initial mentoring process, the mentor decides from coworkers or friends³⁹. No attention evaluates and forces the mentee to accompany. This type of co-learning is for more than just fun.

Quotes from Kochan and Pascarelli in Ragins' book states traditional, transitional, and trans-formative mentoring are all types of mentoring. Traditional mentoring involves transferring and preserving tradition, sociological, or structural norms, systems, principles, and operations. Transitional mentoring explains as mentoring in a corporation's mentor and mentee structure. The emphasis is on merging the mentoring environment's culture. Transformative mentoring entails altering the individuals, systems, organizations, or cultures in which mentoring occurs, as mentors provide mentees with a variety of recommendations for the mentees' abilities, ambitions, proficiency, and even career prospects⁴⁰.

The mentor and mentee must communicate several aspects of the mentoring relationship to make adequate progress. The foundation of trust and respect are two good relationship characteristics essential to mentoring program respondents. Furthermore, an open process, professionalism,

36 Mullen, C. (2009). Re-imagining the human dimension of mentoring: A framework for research administration and the academy. *Journal of Research Administration*, XL(1), 10–31.

37 Kemmis, S., et.al. (2014). Mentoring of new teachers as a contested practice: Supervision, support and collaborative self-development. *Teaching and Teacher Education*, 43, 154–164. <https://doi.org/10.1016/j.tate.2014.07.001>.

38 Johnson, W. B., & Ridley, C. R., (2004). *Op.Cit.*, Page 74.

39 Cullingford, C. (2006). *Mentoring In Education: An International Perspective*. Ashgate.

40 Ragins, B. R., & Kram, K. E. (2007). *The Handbook Of Mentoring At Work: Theory, Research, And Practice*. Sage Publications.

passion, and mutual support in issue solutions must happen⁴¹. One of the vital elements of successful mentoring is flexibility.

Mentoring can be either formal or informal. In general, this is clear to assist aspiring and early-career teachers. In the teacher induction phase, the goal is to establish oneself in the school community and pursue employment opportunities, according to Kemmis et al. state about the mentoring category for prospective teachers⁴². There are three categories of comprehension of the mentor-ship process for future teachers. The mentoring procedure serves as supervision to help competent future teachers accomplish the official legal requirements for teaching certification. Mentoring is a support service qualified specialists provide to help prospective teachers boost their professional practice⁴³. As a collaborative self-development interpretation, the mentoring process attempts to assist pre-service teachers in developing a professional identity collectively and jointly.

Mentoring is a meeting between experts or senior teachers and pre-service teachers in education. Mentoring pre-service or new teachers is a social practice⁴⁴. In some schools, there is an assistance practice program for prospective teachers. Mentoring partnerships acknowledge as an essential element in educational teacher training. It also hopes to keep school connections with training institutions⁴⁵. The local practices of colleges and schools form bonds. Partner schools develop and build mentoring partnerships with universities focused on teacher education⁴⁶. A dynamic interaction relationship involving two parties has performed constantly. At

41 Hudson, P. (2016). Forming the mentor-mentee relationship. *Mentoring & Tutoring: Partnership in Learning*, 24(1), 30–43. <https://doi.org/10.1080/13611267.2016.1163637>.

42 Kemmis, S., et.al., (2014), *Ibid*.

43 Kemmis, S., et.al.,(2014), *Ibid*.

44 Kemmis, S., et.al., (2014), *Ibid*.

45 Burley, S. (2011). *Mentoring and Coaching in Schools: Professional Learning through Collaborative Inquiry* (1st ed.). Routledge. <https://doi.org/10.4324/9780203821824>.

46 Goodwyn, A., (1997), *Op.Cit.*, Page 7.

the time of mentoring, the class teacher's role as a mentor who will collaborate to achieve goals for pre-service teachers⁴⁷. Mentoring grows into a fundamental part of pre-service field experiences like teacher training. During the mentoring process with the pre-service teacher, mentors project to schedule, prepare, and demonstrate classroom procedures⁴⁸.

1.2 The Roles of Mentor

The mentoring program starts with hiring the right Mentors and Mentees⁴⁹. As well as the mentorship framework is to prove successful. Thus, the following theories and experts use to boost an understanding of the role of mentor and mentee. Many definitions from experts include theories concerning the roles of mentors. This research will adjust a theory by Johnson and Ridley about the roles of mentors in mentoring activities.

Start from mentor roles as a guide. Johnson and Ridley have mentioned that the mentor acts as a guide⁵⁰. Mentors can help by offering guidance and sharing concepts or solutions to issues. The aim is to train the mentee on how to resolve problem skills. Manage and share all mentoring activities to establish short- and long-term goals. Mentors can help by offering guidance and sharing concepts or solutions to issues. The mentor guides, pays attention and protects the mentee. The mentor's responsibility is to supply and arrange thorough information for the mentee. Be mindful of overreacting, bullying, and ignoring severe issues in mentee productivity.

47 Aspfors, J., & Fransson, G. (2015). Research on mentor education for mentors of newly qualified teachers: A qualitative meta-synthesis. *Teaching and Teacher Education*, 48, 75–86. <https://doi.org/10.1016/j.tate.2015.02.004>.

48 Bird, L., & Hudson, P. (2015). Investigating a model of mentoring for effective teaching. *Journal of Teaching Effectiveness and Student Achievement*, 2(2), 11–21.

49 Johnson, W. B., & Ridley, C. R., (2004), *Op.Cit.*, Page 63.

50 Johnson, W. B., & Ridley, C. R., (2004), *Op.Cit.*, Page 15.

Mentors are tutors and teachers⁵¹. Additionally, it provides instruction to students, individually or in small groups, to improve academic performance and skills. As well as to assist students in preparing for academic or aptitude tests. The mentor plays the role of tutor and participates during lessons by studying school material, discussing, problem-solving, and analyzing student worksheets and schoolwork. Furthermore, acting as a teacher also has another definition based on Johnson and Ridley's mentor as a teacher as follows: an effective mentor is a pleasant, dedicated, and well-qualified teacher⁵². Being a teacher mentor entails supporting the mentee's academic activities and competencies. Improve the mentee's qualifications and professionalism. Then, from the start of the mentoring program to its conclusion, mentors are in charge of all mentee activities. A competent mentor isn't only interested in the mentee's condition or the external environment. The mentor's responsibility while mentoring also includes keeping the mentee's health in sync⁵³. Much like a parent, it is the mentor's responsibility to medicate or help the mentee if they have a health issue. Because mentors comprehend and keep an eye on mentees in a variety of occupations, typically, the mentor will feel at ease talking to the mentee about their personal experiences and emotions. Johnson and Ridley state a mentor's crucial duty is the parent's function⁵⁴.

Furthermore, the mentor serves as a friend to the mentee. Johnson and Ridley state the kind of friend from a mentor, a job coordinator, a performance appraiser, a broker, a project collaborator, or a buddy. The mentor-mentee relationship benefits both parties⁵⁵. Great mentors cultivate mutually supportive relationships with their mentees. If the mentor wants to

51 Johnson, W. B., & Ridley, C. R., *Op.Cit.*, Page 27.

52 Johnson, W.B., & Ridley, C. R., *Op.Cit.*, Page 14

53 Johnson, W. B., & Ridley, C. R., *Op.Cit.*, Page 28.

54 Johnson, W. B., & Ridley, C. R., *Op.Cit.*, Page 38.

55 Johnson, W. B., & Ridley, C. R., *Op.Cit.*, Page 34.

develop a friendship with the mentee, it is preferable if the mentor's job is to set up a first encounter and discuss the objectives. Creating a routine plan and the outcomes of the mentor-mentee conversation need to be decided.

There are numerous professional viewpoints regarding the mentor's job as a tutor, although this study above provides Johnson and Ridley's description of the role of a tutor. According to Mullen, a mentor is initially considered a tutor but gradually takes responsibility for sustaining all aspects of one's life, such as spiritual, social, and professional⁵⁶. According to Bullough and Draper, tutors are similar to teachers in mitigating the education system's adverse effects and ensuring its success⁵⁷. Siswanto claims that a teacher, trainer, instructor, or tutor has to lead or demonstrate how to accomplish learning objectives⁵⁸. Additionally, Raharjo states that the role of the tutor as a source of information is to be the leader of learning activities, which includes: a) motivating students to promote full engagement for the learning individuals, b) making an explanation of the learning objectives under the learning needs of students; c) designing learning that can lead students to learn to examine alternative problem solving on their own; and; d) equipping students with suitable learning techniques so that they can learn to review alternative solutions on their own⁵⁹. The resemblance in how the four experts above described the tutor's role indicates that the tutor fulfills the obligations and parts of a teacher. Despite not having the role of a teacher to students, the tutor is on call during the mentoring period and responds to the mentee's needs.

Johnson and Ridley's work is not the end of the recognition of mentor roles. A professional understanding of mentors' functions provides in the

56 Mullen, C. (2005). *Mentorship Primer*. New York : Peter Lang.

57 Bullough, R. & Draper, R. (2004). Mentoring in Education. *10 Education for Teaching*, vol. 30(3), pp. 271–288.

58 Siswanto. (2013). *Bimbingan Sosial*. Semarang : Universitas Negeri Semarang. Page 117.

59 Raharjo, T. J. (2005). *Model Pengembangan Tenaga Kependidikan Tutor Kesetaraan Kejar Paket A, B, dan C*. Semarang : Unnes Press. Page 17.

following paragraphs. Mentors have taken on a more collaborative role with less-experienced mentees as part of their additional position as "experts."⁶⁰ Based on the understanding of the role of a mentor from Cullingford's book, "The mentor is the expert, the experienced person, the protector."⁶¹ According to Wright's idea, an expert's position consists of a mentor with extensive experience⁶². The expert role requires a high level of practicality and skill. The specialist role mentor must be more than just an experienced teacher. So that they understand and meet practical demands during mentoring. Plus, the respondents gain the necessary understanding. When collaborating with teacher education departments at universities and colleges, mentor roles such as senior teachers or school supervisors are adopted⁶³. Support mutual aid and collaboration on initiatives. Mentors are thoughtful and effective teachers who cherish and realize the benefits of engaging with teacher-learners⁶⁴. Dissimilar from Johnson and Ridley's understanding of the mentor's function as a teacher in the earlier paragraph. Wright, Goodwyn, and Culligford claim that expert and senior teacher roles suggest that the mentor position regard more professionally in the sector than the teaching role, such as a class teacher.

The process and objectives set in mentoring are the primary distinctions between tutors and coaches. The coach's job is to continuously encourage, control, shape, and communicate from a position of emotion⁶⁵. Moreover, the mentor acts as a coach to assist young individuals in completing this crucial

60 Boreen, J., (2009), *Op.Cit.*, Page 38.

61 Cullingford, C. (2006). *Op.Cit.*, Page 3.

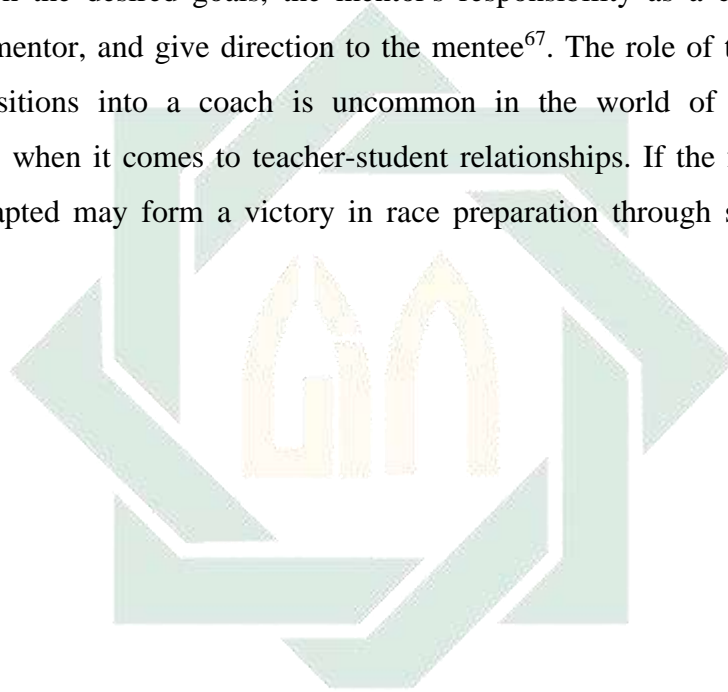
62 Wright, T. (2010). *How to be a brilliant mentor: Developing outstanding teachers* (1st ed). Routledge. Page 6.

63 Goodwyn, A., *Op.Cit.*, Page 7.

64 Gray, C., *Op.Cit.*, Page 173.

65 American Speech-Language-Hearing-Association. "Roles of The Mentee and Mentor". Retrieved from <https://www.asha.org/Students/mentoring/rolement/>. diakses pada Senin, 01 Mei 2023, pukul 22.30.

work by providing support, guidance, and advice⁶⁶. The role of a coach is to serve as a dependable resource for the mentee, like a guide. Mentoring and coaching frequently use to enrich employee performance and boost teacher positions in schools. For the mentee to learn new skills or ways of working to accomplish the desired goals, the mentor's responsibility as a coach is to instruct, mentor, and give direction to the mentee⁶⁷. The role of the teacher who transitions into a coach is uncommon in the world of education, especially when it comes to teacher-student relationships. If the function is coach adapted may form a victory in race preparation through specialized training.



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66 Wood, J.E. (2020), Op.Cit.

67 Burley, S. (2011). *Mentoring and Coaching in Schools: Professional Learning through Collaborative Inquiry* (1st ed). Routledge. <https://doi.org/10.4324/9780203821824>.

1.3 The Roles of Mentee

A mentee plays an essential role as a recipient of the mentoring process⁶⁸. Mentees are not only students who receive guidance from lecturers. Fellow teachers, lecturers, employees, and other professionals in achieving specific skills are a group of mentees whom a mentor guides⁶⁹. The benefit of being a mentee is selecting a mentor who meets all requirements. Mentees will prefer mentors with the most insight and knowledge⁷⁰. The mentee must be enthusiastic, open, tenacious, and responsible for assignments during mentoring⁷¹.

As cited from Hudson, the following Ackley, Gall, and William indicate that the mentee requires a mentor as an expert in resolving issues in teaching and completing assignments⁷². Suppose the mentor begins to speak. So the mentee's role is to listen and record the mentor's script or specifics⁷³. Due to the mentee's function as an active and good listener, the mentor and mentee partnership relationship is ideal.

2. Mentoring in Teacher Preparation Program

2.1 Teacher Preparation Program

The National Council for the Accreditation of Teacher Education (NCATE) originated in response to an attempt to 'destabilize' university education departments. The primary formation idea is that schools must

68 Zachary, L. J., & Fischler, L. A., *Op.Cit.*

69 Johnson, W. B., & Ridley, C. R., *Op.Cit.*, Page 19.

70 Bullough, R. & Draper, R., *Op.Cit.*, Page 3.

71 Hudson, P. (2015). Investigating a model of mentoring for effective teaching. *Journal of Teaching Effectiveness and Student Achievement*, 2(2), 11–21.

72 Hudson, P., & Skamp P. (2002). Mentoring Preservice Teachers of Primary Science. *The Electronic Journal of Science Education*.

73 Wright, T., *Op.Cit.*, Page 4.

become centers of teacher education as well as primary partners of universities⁷⁴. It goes on to say that classroom teachers are expected to take an active role in engaging with teacher education students.

Based on Inger, quoting from the National Council for the Accreditation of Teacher Education (NCATE) Blue Ribbon Panel on Clinical Preparation in 2010, "All teacher preparation programs and regions must start thinking about teacher preparation as a task that they share, work collaboratively". The teacher preparation program held by the campus prefers to partner with local schools and allows students to practice as classroom teachers to provide extensive field experience for future teachers⁷⁵.

Public schools or universities create a mentoring program to develop incredibly challenging qualified applicants⁷⁶. Tarbiyah and the Teacher Training Faculty of UIN Sunan Ampel Surabaya hold one of the teacher training programs. The name of the teacher training program is Pengenalan Lapangan Persekolahan (PLP). This program is mandatory for students of all education majors taking 7th semester. This program contains a series of teaching and learning processes directly in class. Students act as pre-service teachers who teach students armed with knowledge and teaching theory.

The training of teachers advances the quality of education services⁷⁷. The core of teacher mentoring training is the worth of selecting an expert mentor. Teacher preparation programs are handled by universities that contain a teacher-teaching education curriculum to produce graduates who are ready to become teachers in the future. This program prioritizes collaboration with the nearest local school, starting from the elementary level to the upper middle class. The university enrolls all practicing students

74 Goodwyn, A., *Op.Cit.*, Page 11.

75 McGee, I.E. (2019). Developing mentor teachers to support student teacher candidates. *SRATE Journal*.

76 Kay, D., & Hinds, R. (2009)., *Op.Cit.*

77 Wright, T., *Op.Cit.*, Page 1.

directly in the partner university's local schools⁷⁸. Addition, Tindowen states that mentoring is meeting the teacher class who are mentors during the program. Thus mentee acts like a classroom teacher to provide field experiences aimed at the pre-service teacher. Seeing teacher mentors in practice as classroom teachers is considered ideal for pre-service teachers. Peers can provide valuable experience and the opportunity to apply what they've learned. They can offer useful experience and the prospect to integrate all that already learn in classroom settings and teaching real situations⁷⁹.

2.2 Teacher Mentor

According to the analysis of this study, teacher mentors who are 'teachers' or role models for pre-service teachers are English teachers in partner schools. A teacher mentor appears as a pedagogical specialist who demonstrates that the education system has requirements such as goals, policies, curriculum, and assessment⁸⁰. Teachers that take on the position of mentor favor and gain experience from the outcomes of their role⁸¹. In addition to mentoring, it instructs pre-service teachers.

According to Boreen states the outstanding teacher mentor conveys instructions in a simple but effective manner, much like a casual discussion with the mentee⁸². So that the pre-service teacher feels secure and comfortable addressing difficulties or thoughts. The teacher mentors

78 McGee, I.E. *Ibid*.

79 Hapsari, B. S., & Ena, O. T. (2019). English pre-service teachers' identity during teaching practice: narrative research. *IJNET. International Journal of Indonesian Education and Teaching*, 3(1), 11–20.

80 Bird, L., & Hudson, P. (2015), *Op.Cit*.

81 Clarke, M., Killeavy, M., & Moloney, A. (2013). The genesis of mentors' professional and personal knowledge about teaching: Perspectives from the Republic of Ireland. *European Journal of Teacher Education*, 36(3), 364–375. <https://doi.org/10.1080/02619768.2012.755513>.

82 Boreen, J. (2009), *Op.Cit.*, Page 43.

recognize that pre-service mentors struggle with the flexibility⁸³. Although it is difficult for the teacher mentor liable for the novice pre-service teacher. The teacher mentor will offer the advice while not emphasizing the problem to the pre-service teacher. Show specific examples of flexible teaching. Since pre-service instructors seldom think about these factors.

In the classroom, the relationship between the teacher mentor and the pre-service teacher is critical to the learning process. Along with that, the meeting includes the potential to foster a strong bond between the two. Preliminary conversations and teaching strategies must consider place at teacher mentors and pre-service sessions. The teacher mentor acts as a demonstrator, ensuring that students understand the concept of the content being taught⁸⁴.

The mentor also supports the pre-service teacher's morals and arguments when it is advantageous and beneficial⁸⁵. Letting private sessions to tackle internal concerns of pre-service teachers is also done on event. During meeting with the pre-service teacher regularly requests for advice from the mentor. Teacher mentors are permitted to offer encouragement and counsel by making remarks that lift their mentees' emotions⁸⁶. In addition to feedback, every pre-service teacher enjoys receiving encouragement or motivation. Goal-achieving spirit is fueled by motivation. Motivation is provided to preserve and enhance what was already accomplished.

2.3 Pre-service Teacher

This study exclusively represented pre-service English teachers who took part in PLP program activities at specific partner schools. According to the following assumptions, pre-service teachers state as follows. Pre-service

83 Gray, C., *Op.Cit.*, Page 162.

84 Bird, L., & Hudson, P., (2015), *Op.Cit.*

85 Gray, C., *Ibid.*

86 Bullough, R., & Draper, R., *Op. Cit.*, Page 4.

teachers can increase their professional knowledge, teaching competency, and teaching abilities. Aside from the advantages gained by pre-service teachers through teaching practice, then already improve their sense of self as "teachers" through interactions with their students and teacher mentors at school, especially in the English education program for pre-service teachers⁸⁷.

The pre-service teacher's position is that of a mentee in mentoring practice, who anticipates and wants to organize and prepare lessons⁸⁸. Then consider implementing a teaching practice. Not only that, but also understanding school and university policies, getting to know students for different types of learning, and developing teaching styles, like teaching tactics, are all important. In the mentoring process, pre-service teacher must meet your mentor before the actual teaching session in class, exactly like a trainer would. Discussing strategies, intentions, and targets is the main aim. Then, pre-service teacher must meet with the mentor one more following each meeting to go through, assess, and think about the lessons that were taught. The qualified pre-service is distinguished by superior behavior management and current content knowledge.

Although mentoring in the practice of English teachers is still a hot issue of studies, not all mentoring programs examine program outcomes that result in long-term professional English teachers. Even if it is a student who is equivalent to the mentee, a mentor in the program has a superior understanding of the knowledge of English teachers⁸⁹.

87 Hapsari, B. S., & Ena, O. T.,(2015), *Ibid*.

88 Galamay-Cachola, S., & Saint Mary's University, Philippines. (2018). Mentoring Experiences, Issues, and Concerns in the Student-Teaching Program: Towards a Proposed Mentoring Program in Teacher Education. *IAFOR Journal of Education*, 6(3), 7–24. <https://doi.org/10.22492/ije.6.3.01>.

89 Kutluca, A. Y. (2021). Exploring Preschool Teachers' Pedagogical Content Knowledge: The Effect of Professional Experience.

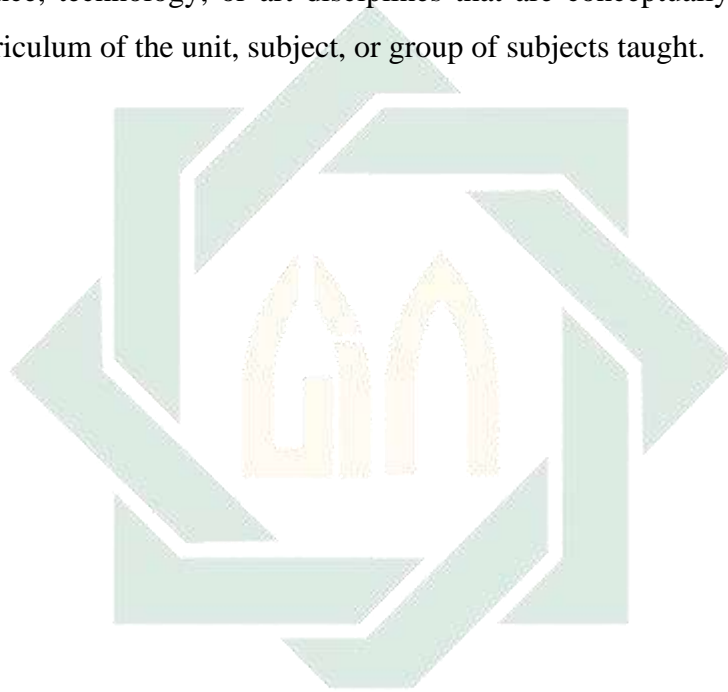
3. Teacher Competencies

The understanding of teacher competencies used in this study is based on what is known to exist and taken for granted among students who have completed mentor-ship tasks as part of the PLP program with partner schools. Students must have completed courses on curriculum and teacher competencies before enrolling in the PLP program. This study follows and controls the teacher competencies tested, particularly the standards for the Indonesian Government Regulation Law No. 74 about teachers, in 2008⁹⁰. It is written as follows:

1. Pedagogic competence is the capability of teachers to achieve learner education. At least embrace accepting pedagogical ideas or foundations, understanding students, formulating teaching programs, designing learning, implementing educational learning, using learning technology, assessing student learning, and developing various potentials of students in the class.
2. Personal competence is a personality capacity that includes faith, purity, nobility, and wisdom. Democracy, authority, stability, maturity, loyalty, realism, sportsmanship, being a positive example for students and society, demonstrably valuing one's achievements, and rising individually and sustainably.
3. Social competence is teachers' ability as community members who at least can communicate politely orally, in writing, or through gestures. Next is the functional use of information and communication technology. Furthermore, work successfully with students, colleagues' academics, education supervisors, heads of education divisions, and students' parents and guardians. Remember to maintain polite associations with the local community in accordance well with prevalent social rules and moral framework. Next they adapt the kinship and unity fundamentals.

90 Pemerintah Indonesia. (2008). *Peraturan Pemerintah Nomor 74 Tahun 2008 tentang Guru*. Kementerian Pendidikan dan Kebudayaan. Jakarta.

4. Professional competence is the capability of a teacher to lead the science, technology, or cultural arts that he has. Competent in mastering subjects broadly and in-depth, following the standard content of the unit curriculum, topics, and groups of issues to be taught. Applying concepts and methods of science, technology, or art disciplines that are conceptually related to the curriculum of the unit, subject, or group of subjects taught.



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B. PREVIOUS STUDY

Particular studies on the mentoring process have included extensive research in the last ten years. The following is a description of previous research related to mentoring programs, the role of teacher mentors, and mentoring at the campus level for students.

The first study, Counihan examines the success of implementing a teacher mentoring program in 536 elementary schools in Nigeria⁹¹. The teacher mentoring program aims at English teachers. The results of the mentoring program have succeeded in training English teachers to form elementary-grade students in classes using English correctly as the language of instruction in class. Furthermore, Szanajda examines the development of special mentoring for ESL teachers in Taiwan⁹². The selected mentoring is because the teachers are not native English speakers. The mentoring results in perfecting the mentoring model that can produce ESL teachers who can quickly master English even if they are not native speakers. According to Alya's research, a mentorship program created at the Islamic Institute FLDI Nurul Jadid by beginners is successful in raising the English proficiency of their mentees⁹³. The research equation by Counihan, Szanajda, and Alya is that a particular mentoring program in English is significant in producing competent and qualified English teachers.

Likewise, several previous studies on the role of teacher mentors in the mentoring course have been conducted. The first is from Khun, who researched and explored the role of a mentor teacher using the EVT (Expectancy Value Theory) theory. The aim is to form teachers as insightful mentors and positive

91 Counihan, C. et.al. (2021): The effect of different teacher literacy training programmers on student's word reading abilities in government primary schools in Northern Nigeria, *School Effectiveness and School Improvement*, DOI: 10.1080/09243453.2021.1991960.

92 Szanajda, A. et.al. (2019). Constructing a Model for ESL Teacher Training. *Asian Journal of Education and e-Learning*. Volume 07– Issue 06.

93 Tamam, Alya 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. UIN Sunan Ampel Surabaya.

motivators for the mentee⁹⁴. The study results show that the success of the EVT theory applied by teacher mentors in the mentoring process is booming, as evidenced by the achievement of the mentee's goals. Next, Phang examines mentor teachers' roles in mentoring pre-service teachers during teaching practicum in Malaysia⁹⁵. The result of the investigation is that teachers' mentors claim a middle part during mentoring with pre-service teachers. Although there are additional reviews, only a few can be implemented during pre-service teacher mentoring. The second is still from Phang researching and investigating the role of teacher mentors and their perceptions⁹⁶. The result is that teacher mentors express the perception that they play a role and contribute while becoming mentors to pre-service teachers. The three studies related to the role of the teacher mentor describe having in common, namely, the importance of a function that teacher mentors must use in the mentoring activity with pre-service teachers. Not related to the framework of mentoring in the field of English. At least the role of a mentor is needed in mentoring, even if it is struggling with theory.

The mentoring process at the university level also occurs for students as pre-service teachers. First, Alcantara examines pre-service teacher satisfaction when teaching practices outside the campus⁹⁷. Pre-service teacher insight is crucial in the mentor-ship process to provide self- motivation. Satisfaction results show low enthusiasm for education office attendants. However, the pre-service teacher satisfaction level in the mentorship program is high. Additionally, research at the university level, also completed by Tawalbeh, researched that mentees are very

94 Kuhn, C., Hagenauer, G., & Gröschner, A. (2022). "Because you always learn something new yourself!" An expectancy-value-theory perspective on mentor teachers' initial motivations. *Teaching and Teacher Education, 113*, 103659. <https://doi.org/10.1016/j.tate.2022.103659>.

95 Phang, B. L. et.al. (2020). Investigating Mentor Teachers' Roles in Mentoring Pre-Service Teachers' Teaching Practicum: A Malaysian Study. *English Language Teaching, 13(11)*, 1. <https://doi.org/10.5539/elt.v13n11p1>.

96 Li, P. B. et.al. (2021). Identifying mentor teachers' roles and perceptions in pre-service teachers' teaching practicum: The use of a mentoring model. *International Journal of Education and Practice, 9(2)*, 365–378. <https://doi.org/10.18488/journal.61.2021.92.365.378>.

97 Alcantara, F. I. (2022). Level of Satisfaction of Pre-Service Teachers in their Off-Campus Practice Teaching Experiences. *International Journal of Multidisciplinary Research and Analysis, 05(12)*. <https://doi.org/10.47191/ijmra/v5-i12-01>.

happy and helped by the mentoring results⁹⁸. The prepared mentors' responsibilities to guide during the mentoring process are very helpful to the mentee. A positive attitude from the mentor to the mentee shows that the mentoring program at the university is successful and straightforward. The results of Russell and Russell examine the perspective of the mentoring bond between the cooperation of teacher mentors and trainee students in the internship program⁹⁹. The answer shows that the mentor teacher must have a particular strategy during the internship process. Likewise, trainee students must have self-preparation and extensive knowledge in the internship process with mentor teachers.

Investigation of online internships handled by pre-service teachers, as evidenced by the research by Theelen investigating how pre-service teachers perceive their technological, interpersonal, and academic skills during virtual internships in mixed-ability settings. This study focuses on the effects of virtual internships and the learning experiences pre-service teachers get while completing them¹⁰⁰. This digital training aims to familiarize the pre-service teacher with various aspects of teaching before entering the teaching context. Furthermore, the study of Theelen shows that virtual internships may benefit teacher education. Pre-service teachers can participate in online training on teaching techniques and become accustomed to teaching situations without participating in an internship. Finally, Bhebhe examines pre-service teacher assistance in teacher training in Zimbabwe¹⁰¹. Mentoring must always guide the pre-service teacher with a teacher mentor during the activity. The involvement of pre-service teachers should accomplish direct teaching in the class. So that pre-service teachers gain understanding and can solve real problems in class. The mentor teacher

98 Tawalbeh, T. I. (2020). Mentoring Experience at University Level: EFL Mentees' Perceptions and Suggestions. *International Journal of Higher Education*, 10(1), 41. <https://doi.org/10.5430/ijhe.v10n1p41>.

99 Russell, M. L., & Russell, J. A. (2011),. *Op.Cit*.

100 Theelen, H., et.al. (2020). Virtual internships in blended environments to prepare preservice teachers for the professional teaching context. *British Journal of Educational Technology*, 51(1), 194–210. <https://doi.org/10.1111/bjet.12760>.

101 Sithulisiwe Bhebhe. (2022),. *Op.Cit*.

contributes to assessing the results of the pre-service teacher practice at the end of the mentoring. These studies explain that the mentoring process implements at universities with the target of students in the field of education. Expertise in schooling is the goal of the mentoring program at the trainee level before operating in real schools.

The results of the elaboration of previous studies include the application of mentoring programs and the roles of mentors and mentees. Besides that, the mentors described are also general and professional. However, there has yet to be any research that discusses the mentoring process for pre-service teachers by students. The mentor-ship program managed by the University develops a teaching practicum process directly in class, specifically for semester seven students or apprenticeship periods. The name of the mentor-ship program is PLP.

The goal of achieving the mentoring program with partner schools is to prepare graduates or pre-service teachers to become future professional teachers. The extent of this research explores mentoring programs towards pre-service teachers or students majoring in English education with teacher mentors at partner schools. This study will focus on the roles of teacher mentors from partner schools who guide pre-service teachers as mentees in mentor-ship programs. The focus is training pre-service teachers to improve teacher competencies in mentoring programs. The outcomes of this study benefits as a reference or primary material for generations of students who will undergo mentoring programs in the following year.

CHAPTER III

RESEARCH METHOD

The third chapter covers the research methodology and analysis which includes: (A) research design, (B) research setting and subject, (C) data and source of data, (D) research instruments, (E) data collection technique, (F) data analysis technique, (G) validity and reliability, and (H) research stages.

A. RESEARCH DESIGN

The mentoring program held by the teaching faculty is a community routinely held with partner schools. Therefore, this research design explores information close to the role of English teacher mentors for English pre-service teacher in the PLP or mentor-ship program in the 2022/2023 academic year. In addition, this study will explore whether the role of English teacher mentors during mentoring programs increases teacher competencies for English pre-service teachers.

The design of this study uses descriptive quantitative research. Detailed, organized, verified, and trustworthy describe quantitative research¹⁰². Arikunto states about descriptive is research that seeks to investigate a condition, scenario, or similar occurrence, with the findings given in the format of a research report¹⁰³. In quantitative research, survey design is a technique. According to Creswell, a survey is a data gathering process in quantitative research that is used to gather, define, and characterize population beliefs, actions, and abilities¹⁰⁴. Its application offers the benefits of a survey design, such as design and speed in data collection. The purpose of the survey design will be to understand English teacher

102 Kumar, D. R. (1999). *Research Methodology*. (3rd ed). SAGE Publication. Page 103.

103 Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

104 Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed). SAGE Publications.

with critical thinking and higher-order thinking abilities, during PLP II exercises¹⁰⁹. The PLP Program designates to improve various facets of education, including developing IT-based learning material. Although the K13 curriculum still operates in practice in partner schools, English pre-service teacher are also provided with information on "teaching modules" for the most current curriculum standards. PLP activities take the shape of simple teaching practice tasks that students encounter in the classroom, also called fundamental classroom teaching and practice educational studies and other learning. The PLP program must go through coordination and debriefing before beginning observations. Coordination meeting activities, English teacher mentor and lecturer workshops, field supervisor workshops, and English pre-service teacher seminars are all included in coordination and debriefing.

First, English pre-service teacher introduce to partner schools' environments and residents through observations that occurred barely two weeks afterward. Second, the two-month PLP II direct class teaching practice program, divide into eight weeks. English pre-service teacher must be at school during regular class hours until they leave for the day with other teachers. To maximize the outcomes for the pre-service teacher, the activities in the second PLP program are also divided into different groups each week for two months. The pre-service teacher must also submit a report on the accomplishments of the week's activities at the end of each week.

109 Tim Laboratorium Fakultas Tarbiyah dan Keguruan. (2022). *Pedoman Pelaksanaan Pengenalan Lapangan Persekolahan I dan II (PLP)*. Universitas Islam Negeri Sunan Ampel Surabaya.

C. DATA AND SOURCE OF DATA

The mentoring program actions are the study's data at PLP program by UIN Sunan Ampel Surabaya, where the mentor and mentees suited the primary foundations of the data. This research will have two research questions studied.

According to the first Research Question, "What are the roles of the English teacher mentor in developing teacher competencies of English pre-service teachers?". The answers and data from personal interviews with the chosen English teacher mentor. The English teacher mentor's role in aiding English pre-service teachers at the PLP program is increasing the proficiency and academic results of students while participating in the program provides the appropriate data to answer this question.

Then, in order to answer the following Research Question, "What is the impact of the English teacher mentors role on the performance of teacher competencies by the English pre-service teachers?". Responses and statistics from a direct online survey spreads for sixteen English pre-service teachers. Data on English pre-service teacher competency development is based on responses from English teacher mentors at partner schools.

D. RESEARCH INSTRUMENT

For this study choose an interviewing protocol. On a form known as an interview survey, the researcher records the responses provided by this study participant¹¹⁰. Because of the quantitative character of this study, structured interviews are done in response categories and created in the form of descriptions¹¹¹. Details of the contents of the questions used in the interviews use the mentor role theory from Johnson and Ridley (see Appendix 1). The mentor

¹¹⁰ Creswell, J. W. (2012). *Educational Research: Planning, Conducting, And Evaluating Quantitative And Qualitative Research* (4th ed). Pearson. Page 382.

¹¹¹ Kumar, D. R., *Op.Cit.*, Page 132.

role question only covers the five most dominant and commonly applied roles by mentors in mentoring. The preparation of interview items has 5 core questions about the role of the supervising teacher, namely as tutors, friends, parents, mentors, and teacher professionals. then each statement is added to the task according to its role when PLP. The additional assignments come from the duties/roles of the mentor teacher' in the PLP book manual¹¹². Each item of interview questions is discussed together with the supervisor and gets validation from the expert lecturer.

To measure English pre-service teacher' "the impact of understanding the teacher competencies from English teacher mentors role," send out the checklist questionnaires. The questionnaire's forms which are majority in survey design¹¹³, completed by the study's chosen English pre-service teachers, are contained in the questionnaire. The type of questionnaire used in this study is a checklist of 4 (four) answer choices; Pedagogical Competence, Personal Competence, Social Competence, and Professional Competence. The questionnaire consists of 15 statements (see Appendix 2) that discuss the connection among English pre-service teacher' direct comprehension of "teacher competencies" and "the roles of English teacher mentors". Regarding the contents of the 15 statements in the questionnaire, its refer to the teacher mentor's task of understanding teacher competence from the PLP program book used. Each task of the English teacher mentor has an influence on the understanding of the English pre-service teacher during the PLP program. However, the use of guide book from PLP program and not all factors are being adjusted¹¹⁴. The statement links using the English teacher mentor role from Johnson and Ridley's theory to understanding teacher competencies. As with the interview items, each question for the questionnaire

112 Tim Laboratorium Fakultas Tarbiyah dan Keguruan. (2022). *Pedoman Pelaksanaan Pengenalan Lapangan Persekolahan I dan II (PLP)*. Universitas Islam Negeri Sunan Ampel Surabaya.

113 Creswell, J. W.,(2012), *Ibid*.

114 Tim Laboratorium Fakultas Tarbiyah dan Keguruan. (2022). *Pedoman Pelaksanaan Pengenalan Lapangan Persekolahan I dan II (PLP)*. Universitas Islam Negeri Sunan Ampel Surabaya.

was discussed with the supervisor. As well as getting validation from expert lecturers.

E. DATA COLLECTION TECHNIQUE

The implementation to collect data for this research from the English teacher mentors and English pre-service teachers use two techniques: interview activities and distribution questionnaires.

1. Interview

The interview to acquire descriptive data from the transcripts of the selected respondents' answers¹¹⁵. The first interviewee with the English teacher mentors to obtain answers on the role of the teacher who became a mentor in improving the quality and the performance of English pre-service teachers in teaching activities. The second interviewee is the selected English pre-service teacher.

The interview guide will use a semi-structured interview form. Semi-structured interviews used for respondents, i.e., the English teacher mentors and selection of English pre-service teacher. In the interviews that will develop, the research will ask a series of sequential questions and those related to mentoring activities. The semi-structured form is the researcher has determined the sequence of questions to ask. Then will deepen the respondents' answers by asking for a more detailed explanation regarding the solutions expressed¹¹⁶. This study uses the semi-structured interview to obtain open and complete data from respondents on English teacher mentors' role in increasing English pre-service teacher' competencies during mentoring programs¹¹⁷.

115 Afifudin. & Saebani, B.A., *Op.Cit.*, Page 132.

116 Arikunto, S. (2010)., *Op.Cit.*

117 Sugiyono, D., *Op.Cit.*

2. Survey Questionnaire

The following technique is a questionnaire. respondents in this study will complete and report an online survey, which is a questionnaire method. In closed-ended survey questions, the researcher asks the question and provides the participant with set response options¹¹⁸. The questionnaire will use the distribution of online questionnaires about 'the impact from the roles of English teacher mentor' which helps pre-service English teachers improve teacher competencies during the internship. The distributing questionnaires targeted sixteen English pre-service teachers who were undergoing mentoring.

F. DATA ANALYSIS

Data analysis in quantitative studies will analyze, examine and determine participant answer data. Kumar states that processing a data questionnaire is analyzing the data collected by reviewing the correct answers and assessing the consistency of the responses¹¹⁹. Furthermore, analyzing quantitative data must go through editing, coding, and analysis. Data coding means taking information from the results of interviews and questionnaires. Then prepared computer files for data analysis. Analysis begins with coding and transferring the data from the instrument to a computer file¹²⁰. After getting the data, the next task is to prepare and determine the data options used. Both perform descriptive analysis for reporting data. Finally interpret, compare, provide differences and novelty with the results of the research conducted¹²¹.

The results of the interview with the selected English teacher mentor will go through data analysis organized and managed as (1) organized and personalized,

118 Creswell, J. W., (2012). *Op.Cit.*, Page 382.

119 Kumar, D. R., *Op.Cit.*, Page 228.

120 Creswell, J.W., (2012). *Ibid.*, Page 325.

121 Creswell, J.W., (2012). *Ibid.*, Page 175.

(2) encrypted and reduced, and (3) interpreted and represented¹²². Transcription made of all data from recorded interviews, videotapes, and handwritten notes in the field. Following the interview, the first phase of this research is to gather responses from the informants, namely chosen English teacher mentors and English pre-service teacher. Additionally, based on the questions asked, the responses of each resource person are recorded (see Appendix 3)—grouping and analysis of resource individuals' responses based on standard and prevalent responses. Answer coding focuses on the appropriateness of answers when the proper "role" is used. Next, descriptive analysis of the questionnaire explains the most influential roles of English teacher mentors toward English pre-service teachers when assisted during the PLP program.

This study gets the data from the choice of response from the English pre-service teacher. The researcher begins by recording and compiling data from the Google Forms function into Excel. Researchers compare the overall response rate to the predetermined sample. Second, the researcher gathered and categorized English pre-service teacher records based on the same partner schools. The goal is to determine whether the English teacher mentor role is appropriate from the interview results. The third utilizes the Hatch and Farhady formula to get the number of replies in percentage form after knowing the English pre-service teacher's responses as reported by the school¹²³. The data is then tabulated and divided into many distinct categories. The following formula based on Hatch and Farhady:

122 Given, L. M. (2008). *The Sage Encyclopedia of Qualitative Research Methods*. Sage Publications.

123 Hatch, E., & Farhady, H. (1982). *Research Design and Statistic for Applied Linguistics*. London: New Bury House Production.

Figure 3. 1 Hatch

and Farhady Formula

$$\text{Percentage (P)} = F/n \times 100\%$$

F : Frequency

n : Total number of respondent

The final step of the data analysis progression is to present data from raw results into feasible data. Representation of research data uses the usual procedure, in cases the English teacher mentors' roles achieved during the mentoring program in assisting the mentees in improving the teacher competencies of teaching practice and demonstrating it with descriptive details¹²⁴.

G. VALIDITY AND RELIABILITY

The measurements and research both depend on validity and reliability. In order to determine how accurate and valid a research instrument is, validity checks are make sure it measures what it is supposed to measure. The term "reliability" refers to the instrument's degree of stability and consistency to assess the degree to which the tool occasionally yields reliable outcomes under different settings¹²⁵. Content validity is the process by which professionals evaluate an instrument's validity¹²⁶. This study uses content validity and reliability to ensure that the statements used for interview guidelines and questionnaires are measured wisely. The lecture of English Language Education Department UIN Sunan Ampel Surabaya validates and obtains measurable statement for the interview guideline and questionnaire.

124 Afifudin. & Saebani, B.A., *Op.Cit.*, Page 131.

125 Ary, D., Jacobs, L. C., Razavieh, A., & Ary, D. (2010). *Introduction To Research In Education* (8th ed). Wadsworth.

126 Patricia Leavy. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. Guilford Publications.

The five critical statements that explain the roles of the English teacher mentor under research establish the criteria for the interview question topic. Five supplementary questions create for each job description under the research needs. Then, the interview guide's English teacher mentor roles cover five main statements on the online survey, which uses the same theory. Each "role of English teacher mentor" on the questionnaire has featured three questions related to how it affected the development of teacher competencies, much like in interviews. The written statements in interviews and questionnaires are in advance to fully address all theoretical inquiries concerning this study issue. The researcher performs conversations with the supervisors associated with experts who confirmed each questionnaire interview item after altering the interviews and questionnaires. The criteria that expert lecturers want are the questions asked that are easily understood by respondents. Each instrument item can be added a translation, and an operational question indicator. The researcher next got in touch with the subject matter expert and began talking about each matter connected to the research goal. Based on the feedback and recommendations of experts, this study underwent many adjustments. Then, the researcher went to the two supervisors after receiving approval from the expert. Finally, the supervisor instructs the researcher to gather data at the research site.

H. RESEARCH STAGES

The operationally steps of this research are as follows: (1)The researcher begins their study by seeking out an intriguing subject. Find some literary reviews on the subject after that. The researcher pays close attention to various crucial elements of the literature review, including topics, goals, approaches, past study recommendations, etc. Finally, make decisions based on drafts of your themes, issues, goals, objectives, procedures, tools, and data analysis; (2) The presentation of data for quantitative descriptive is in the form of interviews and questionnaires, the researcher chose a quantitative descriptive approach with a study design in the form of a questionnaire survey. The researcher selects the

study's samples and subjects. The researcher decides the number of models utilized in this study using purposive sampling; (3) The researcher first conducts phone interviews with four English pre-service teachers from each chosen partner school. the researcher validated all interview question items before interviewing the English teacher mentors. When conducting interviews, the researcher provided a list of interview questions to be studied briefly by each English teacher mentor. The researcher finally got answers from four English teacher mentors from selected partner schools. The researcher chose sixteen English pre-service teachers and questionnaires given to them. The researcher collected the survey response information for three days by entering the responses into a Google form; (4) The answers transcribe from interviews with English teacher mentors and English pre-service teachers. Researchers present data with tables and graphic displays using percentage values. The researcher elaborates on the answers with additional descriptions of the existing theories; (5) The final step is that the researcher writes a report to a conclusion based on the thesis writing policy. Researchers also provide attachments related to interview questions, questionnaires, permits, validity results, table lists, etc.

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S U R A B A Y A

CHAPTER IV

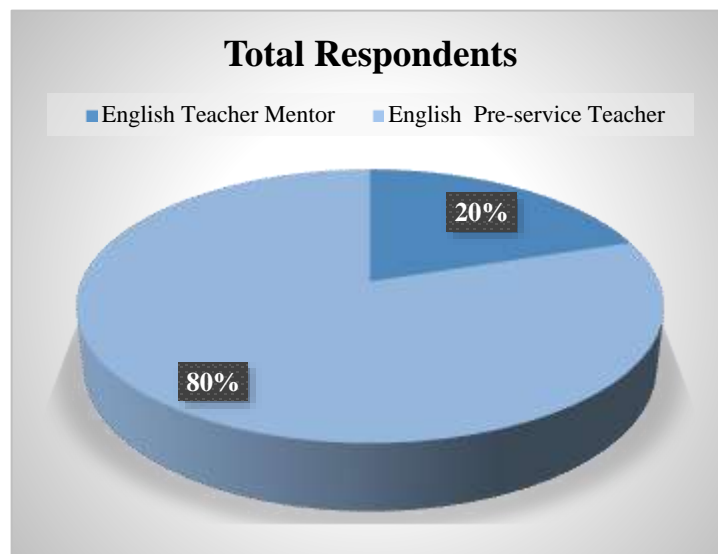
FINDINGS AND DISCUSSION

The fourth chapter covers the research findings and discussion. The findings of research include: (1) the roles of English teacher mentors, and (2) the impact of roles English teacher mentors in developing teacher competencies of English pre-service teacher. Then, the discussion of research include: (1) the mentoring in PLP program, (2) the roles of English teacher mentors in PLP program, and (3) the impact of roles English teacher mentors in developing teacher competencies of English pre-service teacher.

A. FINDINGS

This findings cover the result of interview and questionnaire. There are will explain as follow; (1) the roles of English teacher mentors, and (2) the impact of roles English teacher mentor in developing teacher competencies of English pre-service teachers. Then the part of The roles of English teacher mentors divide into; (a) role of tutor, (b) role of friend, (c)role of parent, (d)role of guide, and (e) role of teacher professional. Thus for the part of The impact of roles English teacher mentor in developing teacher competencies of English pre-service teacher divide into; (a) pedagogical competence, (b) professional competence, (c) social competence, and (d) personal competence.

Figure 4.1 The Total Respondents



The figure 4.1 shows the total respondents are 100% which mean all sample of this research complete the interview and questionnaire. Then, these figure divide into the four English teacher mentors (20%), and sixteen English pre-service teachers (80%).

The four English teacher mentors undergo a single interview session. Similarly, the four chosen English pre-service teachers also undergo brief interviews to validate the responses provided by each English teacher mentor. The data collected from these interviews is intended to address research question number one, which the role of the English teacher mentors during the PLP program.

An online questionnaire was administered to sixteen English pre-service teachers in order to address the second research question, which explores the influence of the English teacher mentor's role during mentoring in the PLP program on the development of English English pre-service teacher' teaching competencies. The findings of this research present as follows.

1. The Roles of English Teacher Mentor

The PLP program activities have created a relationship between English teacher mentors and English pre-service teacher. The English teacher mentors have an essential role in the sustainability of the mentoring process. This study uses the theory from Johnson and Ridley to analyze the roles commonly practiced by English teacher mentors in the PLP Program. The conclusions about the implementation of the English teacher mentor roles are as follows:

Table 4. 1 The Checklist Table for Roles of English Teacher Mentors

ROLES	RD	SL	TL	FR
Tutor	✓	✓	✓	✓
Friend	✓	✓	✓	✓
Parent	✗	✓	✓	✓
Guide	✗	✗	✓	✓
Professional teacher	✗	✓	✓	✓

The table 4.1 shows that checklist and answer to the five roles practiced by English teacher mentors during the PLP program. Further explanation will deliver detail each roles as follows:

a. Roles of Tutor

The table 4.1 indicates that all four teachers play this role. The tutor's responsibilities is accompanying, directing, and reviewing the English pre-service teacher's teaching practice in class during the PLP program. Below are the interview result from the four English teacher mentors regarding their role as a tutor.

"yes definitely! I implement a tutor" (English teacher mentor SL)

"I initially apply to guide" (English teacher mentor RD)

“I definitely guide at the beginning, I accompany until students are ready to teach independently” (English teacher mentor FR)

“there is a special schedule at the end of the week meeting for joint evaluation” (English teacher mentor TL)

The four English teacher mentors offer accurate information about the role of being a "tutor" as their mentoring responsibilities. Furthermore, the English teacher mentors conduct dedicated meetings for assessment purposes. Another duty as a tutor in the PLP program involves providing and supporting the design of lesson plans. Additionally, the English teacher mentor is responsible for evaluating the outcomes of the English pre-service teacher' practice. They said:

“I gave syllabus books to rpp for students to study” (English teacher mentor RD and SL)

“before practicing, students must first read the lesson plan that I have made...” (English teacher mentor TL)

“every Friday at last meeting , we had a discussion forum together with supervisor from university, for evaluation our progress and the next progress” (English teacher FR)

The RD, TL, and SL English teacher mentors provide an explanation about the curriculum, including lesson plans, to English pre-service teacher for their teaching practice. Then the FR English teacher mentor say that he with their English pre-service teachers had discussion forum for evaluation. That forum also invite the supervisor lecture. Then the response from the English pre-service teacher belongs with the lesson plan from their English teacher mentors and the discussion forum:

“we as students can see the teacher's lesson plan, but then we arrange it ourselves for the next material” (pre-service teacher RA)

“in fact, our mentor does not give any obligations related to the use of lesson plans. Provided that the delivery of material to students is complete and gets an assessment” (pre-service teacher ZZ)

“because there is a discussion schedule from the campus, we always participate in discussions with tutors and supervisors” (pre-service teacher EH)

The responses from the RA English pre-service teacher validated the effectiveness of designing lesson plans by studying the English teacher mentor's lesson plans. On the other hand, ZZ English pre-service teacher's answer indicates that her English teacher mentor is not obligated to assign the task of creating a new lesson plan. Further from EH English pre-service teacher's explain the obligation of discussion schedule from her university.

b. Roles of Friend

The table 4.1 shows the answers of the four English teacher mentors apply the role of 'friend'. The context of the role of 'friend' is a colleague at the same workplace and the same age. Keep in mind that English teacher mentors only use the role of friends so that it's easy to mingle with English pre-service teacher during the PLP program. The data indicates that the role of being a "friend" for the English teacher mentor is to serve as a peer and colleague to the pre-service teacher. The objective is not to create a distinction between partner school teachers and English pre-service teacher, as both are engaged in teaching for the benefit of students. Another responsibility as a "friend" is to provide a platform for open communication, allowing English pre-service teacher to share their problems and stories with the English teacher mentors. They said:

“I like to be considered as a friend” (English teacher mentor SL)

“I consider PLP students like juniors here” (English teacher mentor RD)

“more effectively become friends during PLP” (English teacher mentor TL)

“students are future teachers, we are fellow teachers” (English teacher mentor FR)

All English teacher mentors responded agree and enjoy with the role of 'friend'. The English teacher mentor emphasized that being a friend makes it easy to collaborate from the start of the PLP program. Because it creates mutual openness and trust in one another (English teacher mentor - pre-service teacher). The findings also show the respond from the English pre-service teachers belong the role English teacher mentor of 'friend'. They said:

“I'm comfortable, my mentor becomes a friend during PLP..” (English pre-service teacher DS)

“more pleased with the role of friend with my mentor” (English pre-service teacher ZZ)

“My mentor is very friendly to all PPL students” (English pre-service teacher RA)

Three English pre-service teachers agree and happy that theirs English teacher mentor for the role as friend. On the other hand after interview with English pre-service teachers, one of them disagree with the roles of 'friend' from her English teacher mentor. She has a different opinion about the friend role of English teacher mentor. She said:

“I don't agree with considering the tutor as a friend. Because she is more experienced, it is impolite to treat her like a friend” (pre-service teacher EH)

The answer above is from an EH pre-service teacher who denies the role of a 'friend' for her mentor teacher. The answer of the EH English pre-service teacher suggests that the peer relationship between English pre-service

teacher and English teacher mentor is unsuitable. She further emphasized that English teacher mentors should be honored as a role model throughout PLP program.

c. Roles of Parent

The table 4.1 shows only RD (English teacher mentor) does not apply the role of 'parent' during the PLP program. She said:

“can't be like real parents...” (English teacher mentor RD)

English teacher mentor RD acknowledges that she has not fulfilled the role due to external assignments that require her attention outside of school. As a result, only three English teacher mentors expressed complete agreement with taking on the role of a parent. The parental context is akin to working with their children within the same profession. The responsibilities of the English teacher mentors is similar to "parents" duty during the PLP program; ensuring safety, addressing needs, and monitoring the well-being of the pre-service teacher throughout the program. They said:

“every role as much as possible I apply in any situation during the PLP” (English teacher mentor TL)

“The role of parents is certainly to remind them to be good teachers” (English teacher mentor SL)

“student leave due to illness, I will reduce the teaching load. The goal is to recover first” (English teacher mentor FR)

“I warn all PLP students here to have good behavior, because they are teachers who will be emulated by students directly” (English teacher mentor FR)

The explanation from English teacher mentor TL is he should appropriate every role during accompany his English pre-service teacher. The answer from SL English teacher mentor agrees because she plays a role in reminding children like parents. FR English teacher mentor's opinion

about English pre-service teacher's health must also be known because they care like their parents. On the other hand, English pre-service teacher concur that their English teacher mentors can assume a parental role during the PLP program. She said:

“parents must give advice, so my mentor's advice means a lot to prospective teachers” (English pre-service teacher ZZ)

“My tutor's advice to become a teacher is to have ethics and dress well in front of students” (pre-service teacher RA)

In such circumstances, it is both enjoyable and beneficial for the pre-service teacher to have a working relationship akin to that of "parents." English teacher mentors are capable of offering guidance, motivation, and even setting boundaries for the English pre-service teacher.

The two opinions from the English pre-service teachers RA and ZZ about role of the English teacher mentor, highlighting that assuming the role of parents is not negative. This is further reinforced by the statement of the FR English teacher mentor, emphasizing that the parental role during the PLP program is intended for the well-being of the pre-service teacher. One positive aspect of the English teacher mentor acting as a "parent" for the English pre-service teacher is to provide facilities pre-service teacher's needed and a comfortable experience during the PLP program. The conclusions drawn by all the aforementioned English pre-service teacher confirm and indicate that partner schools and English teacher mentor prioritize the comfort of English pre-service teacher during the PLP program. They said:

“when the PLP program we are given a decent and comfortable base-camp” (all English pre-service teacher)

d. Roles of Professional Teacher

The table 4.1 shows the four English teacher mentors implementing the role of 'professional teacher' during the PLP program. Professional teachers are similarly interpreted as experts in the field of education. The task of the expert during the PLP program is to prepare facilities, provide academic knowledge, and imitate teaching methods. They said:

“As a supervision, I must be prepared for various roles” (English teacher mentor TL)

“not too patronizing PLP students, just the same as teachers” (English teacher mentor FR)

“maybe senior teachers just assume, if experts I’m not included” (English teacher mentor RD)

“similar to the role of a tutor or teacher only” (English teacher mentor SL)

The four English teacher mentors considered themselves as an ordinary or senior teacher towards English pre-service teacher during the PLP program rather than an expert or professional teacher. As senior teachers, they become the model for English pre-service teachers in their teaching practices. In this way, English pre-service teacher can imitate or adapt the teaching methods of their English teacher mentors. The English teacher mentors said:

“The English class at this school is often drilled, because many students still mispronounce it” (English teacher mentor RD)

“there is no specific method, my principle when teaching children can understand and then finish the material” (English teacher mentor SL)

“Incidentally, there is no method that I apply, yesterday the focus was on the use of student media in class” (English teacher mentor FR)

"Each teacher must have characteristics and ways of teaching students that are appropriate" (English teacher mentor TL)

All the English teacher mentors opinion and highlight that the role of professional teachers and teaching methods should not be blindly replicated by English pre-service teacher. It is akin to the role of a "tutor," where the English teacher mentor imparts additional knowledge and information pertaining to academics. The main objective is to elucidate the implementation of the curriculum and the development of practice questions. Moreover, the English teacher mentor supplies a grading framework to assess student performance. Additionally, the pre-service teacher receives guidance when entering student grades.

e. Roles of guide

The table 4.1 shows a draw, English teacher mentors RD and SL do not apply the 'guide' role. The last role was only applied by the two English teacher mentors during the PLP program (FR and TL). The task of the 'guide' during the PLP program is to arrange the schedule for the pre-service teacher. In addition, accompanying and inviting in all activities. They said:

"indeed I accompany, to see the quality and readiness of students in class" (English teacher mentor FR)

"I invite around to see the class of students" (English teacher mentor TL)

The responses provided by the two English teacher mentors FR and TL above serve as evidence for the importance of fulfilling the role of a guide diligently. Additionally, it is emphasized that English pre-service teacher should be included in all school activities, as indicated by the given context, it is also justified from; "There must be information on school activities, and

pre-service teacher participate." English teacher mentors make every effort to include English pre-service teacher in school activities outside of class schedules. The respond from English pre-service teacher RA:

“we were once invited by the PAI teacher to take care of the 'istighosah' activities together. Indeed we are from England, but all school activities must be invited by the teachers at school” (pre-service teacher RA)

Meanwhile, the context regulates the pre-service teacher schedule when the PLP program is determined by the English teacher mentor of teaching practice in an even and fair class. Because the university has compiled a time-line of all activities that must be carried out from the PLP program to the completion of the final report.

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2. The Impact of Roles English teacher mentor in Development of Teacher Competence English Pre-service Teacher

English pre-service teachers who have completed the PLP program gain a lot of experience from teaching to relationships. The PLP program is a place for English pre-service teachers to hone and improve their teacher competence. The results of the PLP program create positive relationships for English teacher mentors and English pre-service teacher. Especially from English teacher mentor roles during the PLP program.

Concerning the knowledge of teacher competencies that all English pre-service teacher possess, this study focuses on the dominant position English pre-service teacher choose for their tutors as tutors, parents, and professional teacher or expert. It evolved into a forum for English pre-service teachers to improve their quality of self when interacting with pupils in the classroom during the PLP program. Consequently, English teacher mentors who assume a significant role as tutors, parents, and professional teachers also impact English pre-service teacher' understanding of teaching abilities. The English pre-service teacher's questionnaire responses addressing the improvement in teacher competencies come to the following conclusion.

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“There is no unique method we must apply when teaching in class; we adapt it to the conditions and lessons delivered. Incidentally, the English teacher mentor distributes regular classes instead of special accelerated classes because they have to be held by the English teacher mentor herself” (pre-service teacher EH)

The objective of a "professional teacher" is to enhance the learning experience of future educators by drawing knowledge from subject-matter specialists. The results obtained from the pre-service teacher choice questionnaire indicate that a majority of respondents agree that the role of a "professional teacher" enhances the pedagogical competence of English pre-service teacher.

Moving forward, the role of a "tutor" is fully embraced by the English teacher mentor, leading to a growth in pedagogical competence as evidenced by 34 responses from English pre-service teacher throughout the PLP program. Indeed, the responsibilities and functions of English teacher mentors, such as being a "tutor," closely resemble those of teachers who contribute knowledge to students and other teachers. These findings are supported by the interview responses of English teacher mentors TL and FR.

“The tutor's role is to share lesson plans and the curriculum I apply so that students who practice here can learn to manage 'extraordinary' classes together. The goal is to increase pedagogy and mentally strong...”(English teacher mentor TL)

“Because of the factor as the role of parents shapes PLP students into teachers who can educate students perfectly” (English teacher mentor FR)

Additional responses also give by the English pre-service teacher a follow:

“I was given the English teacher mentor syllabus and lesson plans that are ready to be used for teaching in class.” (pre-service teacher RA)

“Even though I got the lesson plans from my mentor teacher, the team and I also compiled new materials for our 100% practice in class, lesson plans, and ppt. Even so, we still handed over the

new lesson plan to the English teacher mentor.” (pre-service teacher SD)

According to the report provided by English pre-service teacher RA and SD, when they received the syllabus and lesson plans from their English teacher mentors during the PLP program, they noticed a significant impact. The English teacher mentor who making the previous statement, emphasizing the role of a tutor and sharing the academic expertise; including curricula and lesson plans, as well as providing guidance on creating exceptional lessons, demonstrated how English pre-service teacher can enhance their understanding of pedagogy. On the other hand, the implementation of the roles of friends and parents yielded fewer than 10 responses related to the improvement of pedagogical competence.

b. Professional Competence

Based on Figure 4.2, the 'Professional competence' received the highest rating by receiving 32 answers as the role of “professional teacher” in improving teacher competency. The responses from interview:

“I can learn from my tutor about teacher professionalism” (pre-service teacher ZZ)

“My English teacher mentor is definitely more experienced and professional” (pre-service teacher EH)

The English pre-service teacher RA and EH agree to get professionalism from their English teacher mentors. Additional, the next answer from English teacher mentor show the experience about being as teacher mentor. They said:

“I have been a English teacher mentor for 6 years...”(English teacher mentor RD)

“since 2020, I get another responsibility for accompany student from UINSA to practice teaching in this school” (English teacher mentor SL, FR, and TL)

The response from the RD assistant teacher verified their previous experience as a tutor. Furthermore, English teacher mentor FR and TL get same experience for accompany the PLP students from UINSA. The result, leaving no doubt about their competence as a professional mentor. Next, the “Parent” role gets 24 answers on understanding of "professional competence" is ranked second highest. The field of education necessitates parental responsibilities that significantly impact the academic achievements of children. This illustrates that the responses of English pre-service teacher regarding the role of parents employed by their English teacher mentors have an influential effect on the development of teacher professionalism. The respond from interview:

“...It was easy to talk to my English teacher mentor when one of the students in the class scored not according to the KKM. I asked and was honest with the students problem to my English teacher mentor. Then I submit the appropriate student assessment results to the English teacher mentor.” (pre-service RA)

The English pre-service teacher discusses the challenges they face with student evaluations in the classroom and seeks solutions to overcome them. These concerns are communicated through extensive discussions with the English teacher mentor. Consequently, the English teacher mentors respond and offer solutions regarding student evaluations. The English pre-service teacher gains ‘professional competence’ by observing how the English teacher mentors accurately and appropriately evaluate students in the classroom.

c. Social Competence

From figure 4.2, the 'Social competence' received the highest rating by receiving 33 answers as the role of 'friend' in increasing teacher competency. The 'friends' statements focus on the social interactions between English pre-service teacher and their English teacher mentors, such as best-friends. They were supported from the English teacher mentor RD and TL's interview.

"... I am more comfortable being friends and sharing and open to pre-service students with all their stories...." (English teacher mentor RD)

"Yesterday, I was more comfortable playing the role of a peer because the resulting learning was more influential..." (English teacher mentor TL)

The purpose of the job of "friend" is to act as a supportive "partner" from the beginning of the PLP program until its conclusion. The objective of the teacher-friend impact on English pre-service teacher and teacher-mentors is to create a close-knit, stable social life. The most popular response option is social competency, which demonstrates the beneficial role of the English teacher mentor as a friend in establishing new friends and interacting with others.

Next, the survey indicates that English pre-service teacher had more 'social competence' with 28 answer for the guide's role. The specific of the 'guide's' responsibilities can help English pre-service teacher become more proficient during the PLP program. The PLP program's schedule and activities are within the purview of the 'guide' function. The response from interview:

"every Friday at the end of the week, there is always a discussion forum for students and supervisors.." (English teacher mentor TL)

“Once every two weeks, the schedule gets together for a discussion forum. At specific weekly meetings, there is a visit by the supervising lecturer together to discuss reports, etc...”
(English teacher mentor RD)

“We, as pre-service students, have a timeline from campus to complete assignments and reports. Thus, our English teacher mentor divides the teaching schedule for each class fairly and evenly.” (pre-service teacher RA)

The findings from the earlier responses indicate that not all English teacher mentors fully carried out the role of a "guide" in the PLP program, as they did not provide comprehensive assistance to the English pre-service teacher. In fact, as evident from the English pre-service teacher' answers, they were able to carry out all activities without constant guidance from their English teacher mentors. The provided activity schedule served as an effective guide, enabling the English pre-service teacher to align their tasks and fulfill their responsibilities in a timely manner throughout the PLP program.

d. Personal Competence

Lastly from figure 4.2, 'Personal competence' gets almost popular options in every role. The 'Personal competence' received the highest rating by receiving 29 answers as the role of 'parent' in improving teacher competence. The response from interview:

“... As a parent, I remind that PLP students here must have the personality of a good teacher because the students directly emulate them. The role of parents can't give bad or negative advice to their children. Such as preventing future students from becoming teachers and role models for their students” (English teacher mentor FR)

“I advised pre-service students that when teaching in class, they had to look polite and befit a teacher; that's a suggestion like a parent to their kid....” (English teacher mentor SL)

The responses from the two English teacher mentors FR and SL highlighted that the advice and guidelines given significantly enhanced the personal growth of each aspiring teacher in the PLP program. The English pre-service teachers receive advice, motivation, guidelines, and stories from their English teacher mentors, allowing them to acquire new knowledge beyond their teaching activities.

The role as a 'friend' can also increase the "personal competence" of figure 4.1, as evidenced by getting 27 answers from the pre-service teacher. This number is the second highest and is dominantly chosen to increase 'personal competence'. The respond from interview:

"I become a friend with pre-service it will be easy to convey all the information" (English teacher mentor TL)

"My tutor is open, friendly and always provides very useful motivation" (pre-service teacher RA)

"during weekly discussions, my tutor always gives time for us to share problems, suggestions, and evaluate others" (pre-service teacher EH)

Close relationships like close friends make it easier for English teacher mentors and English pre-service teacher to express opinions for constructive motivation. if the mentor teacher can convey information to stories easily and casually to English pre-service teacher because they treat them like their own friends. and vice versa for pre-service it is easy to express opinions and problems when they become English teacher mentor friends. Therefore, prospective teachers agree with the easy increase in 'personal competence' from befriending a mentor teacher.

B. DISCUSSION

The discussion covers elaboration from the findings with the theory and previous studies, thus the discussion of this research divide into; (1) the roles of English teacher mentors in PLP program, and (3) the impact of roles English teacher mentors in developing teacher competencies of English pre-service teachers.

According to Hall, the fundamental idea behind mentoring is developing a professional relationship between the mentor and mentee¹²⁷. Both parties will rely on one other's professionalism to instruct students in a collaborative relationship, according to Hobson, who indicated that matching is the key to having an excellent mentoring connection¹²⁸. English teacher mentors and mentees undergo a meticulous selection and matching process, establishing a strong partnership with their respective partner schools. The findings of this study provide insights into the four key roles performed by English English teacher mentors in the PLP program. These four mentors affirm that they have successfully fulfilled their roles as mentors from the initiation of the PLP program until its completion.

1. The Roles of English Teacher Mentors

According to the study's findings, the PLP program's mentoring arrangement falls within the category of formal mentoring. According to the survey, in line with Kemmis et al. study, official and informal mentoring can still be done by the school community in addition to lectures¹²⁹. The PLP program at UIN Sunan Ampel Surabaya the Faculty Tarbiyah and Teacher

127 Hall, K. M., Draper, R. J., Smith, L. K., & Bullough, R. V. (2008). More than a place to teach: Exploring the perceptions of the roles and responsibilities of mentor teachers. *Mentoring & Tutoring: Partnership in Learning*, 16(3), 328–345. <https://doi.org/10.1080/13611260802231708>.

128 Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education*, 25(1), 207–216. <https://doi.org/10.1016/j.tate.2008.09.001>.

129 Kemmis, S., et.al. *Op Cit*.

Training, has several activities enforce various theories of education in the form of learning exercises in madrasas and schools. The PLP program in this study type is formal mentoring, which helps in-service teachers become better instructors. The planning and execution of the PLP program aligns with NCATE guidelines. It is supported by research similar to McGee's, which emphasizes the necessity of collaboration between teacher preparation programs and local schools in close proximity to the university¹³⁰.

The PLP program implemented a rigorous selection process and conducted comprehensive briefing sessions to establish a mentoring platform between English pre-service teacher and English teacher mentors. The initial phase involved completing the requisite training to become a mentor for English teacher mentors, which equipped them with the necessary preparation to effectively guide English pre-service teacher. A manual outlining procedures and schedules was provided to ensure that English teacher mentors were well-prepared and knowledgeable about the multifaceted roles involved, contingent upon the success of the debriefing process. Alongside guiding the enhancement of student-teacher competencies, mentors were entrusted with diverse specialized mentoring responsibilities that align with existing theories on the mentor's role.

In the first and second week schedule, English teacher mentors class learning modeling, English teacher mentor will act as a role model for English pre-service teachers. The English pre-service teacher must witness and record the results of learning carried out by English teacher mentor. English pre-service teacher might observe how English teacher mentors instruct students as a result. Writing the report for English pre-service teacher requires a modeling activity after watching the English teacher mentor teaching. These activities are consistent with the findings of an earlier study by Galvez Hjoernevik; Barab and Hay, quoted from Maphalala's study contend that supervising teachers

130 McGee, I.E. (2019), *Op.Cit.*

must serve as role models for student teachers in their mentor-ship of teaching practice¹³¹. It has also offer by Bellm et al.; Carlson et al.; and Hudson, that teachers might acquire their teaching techniques more efficiently and successfully by "modeling."¹³² The pre-service teacher sees the English teacher mentor as an example of how to approach student teaching comprehension.

The theoretical foundation, as proposed by Johnson and Ridley, underscores the mentor's function as a tutor. Further from Johnson and Ridley become a mentor who acts as a tutor like a class teacher who accompanies English pre-service teacher in class and in the school environment¹³³. It provides academic and general information to support English pre-service teacher' competence. Finally, to develop and raise the level of English pre-service teacher' teaching abilities. The four English English teacher mentors in this initial role fit to their application when they accompany each pre-service teacher throughout the PLP program. English English teacher mentors prepare and give English pre-service teacher what they need. This is consistent with Dlengezele's study, which found that an awareness of the critical goals and objectives of the mentor-ship program is crucial since it establishes the learning objectives for English teacher mentors and students¹³⁴. According to Russell's research findings, it is crucial to establish interaction and preparation between teacher mentors and pre-service teachers to ensure the ongoing success of the mentoring program¹³⁵. When participating in the PLP program, the English teacher mentor's role in assisting English pre-service teacher with their academic requirements is well-established. The English teacher mentor's objective is to assign English pre-service teacher to classes based on the

131 Maphalala, M. C. (2013). Understanding the Role of Mentor Teachers during Teaching Practice Session. *International Journal of Educational Sciences*, 5(2), 123–130. <https://doi.org/10.1080/09751122.2013.11890069>

132 Maphalala, M. C. (2013), *Ibid*.

133 Johnson, W. B., & Ridley, C. R., *Op.Cit.*, page 14.

134 Dlengezele, A. N. (2020), *Op.Cit.*

135 Russell, M. L., & Russell, J. A. (2011), *Op.Cit.*

curriculum. As long as the student evaluation approach aligns with the English teacher mentor's syllabus, English pre-service teacher are encouraged to develop new lesson plans for additional topics. Throughout the duration of the PLP program, English pre-service teacher can rely on their respective English teacher mentors, who are well-suited to act as dependable allies and serve as role models for the English pre-service teacher.

The four English English teacher mentors implemented switching to the dominant second role during the PLP program. It aligns with the premise put forward by Johnson and Ridley as an approachable friend to others. English teacher mentors identify English pre-service teacher and develop a social working connection with them. The mentor helps the mentee build a rapport based on trust and respect, according to Ayers and Griffin's remark from Hudson. Each party to this partnership has a psychic since it influences the caliber of mentor-ship¹³⁶. Based on the interviews with the four English English teacher mentors, it was revealed that they chose to adopt the role of a "friend" during the PLP program. One mentor emphasized the importance of treating the pre-service teacher as a colleague in order to strengthen the relationship between them. At the beginning of the PLP program, the relationship between English teacher mentors and English pre-service teacher may be unfamiliar, so adopting the role of a "friend" can help bridge that gap. Throughout the program, there is open and easy interaction between English pre-service teacher and English teacher mentors. The mentor-ship can be effective when the English teacher mentor acts as a supportive friend. Because they encouragement in the activities. Similarly, Bhebhe's research demonstrates that mentors have a complete responsibility to support pre-service teachers, extending their assistance even beyond the designated class hours for teaching and learning activities¹³⁷.

136 Hudson, P. (2016)., *Op.Cit.*

137 Sithulisiwe Bhebhe. (2022)., *Op.Cit.*

Additionally, this finding's show the English teacher mentors organize open forums for reflection, all English pre-service teacher can participate. According to the English teacher mentors, these forums serve as a platform for English pre-service teacher to express their concerns, discuss issues, and share their progress reports on a weekly basis. On the part of the English pre-service teacher, they are supportive of the English teacher mentor's role throughout the mentoring period, allowing for a friendly relationship to develop without compromising professional conduct towards the English teacher mentor.

Johnson and Ridley's theory serves as a guide as its third role¹³⁸. The context of mentoring in schools differs from that in the tourism industry. English teacher mentors play a crucial role in providing advice, sharing ideas, and offering solutions to English pre-service teacher' problems. The objective is to equip English pre-service teacher with problem-solving skills. English teacher mentors guide, support, and supervise the English pre-service teacher, ensuring they receive comprehensive knowledge. However, based on the study's findings, only three English English pre-service teacher acknowledged the presence of a guiding role during the PLP program. The interviews with English teacher mentors revealed that scheduling conflicts and other non-teaching responsibilities hindered the full implementation of the "guide" role. Time constraints also posed challenges for English teacher mentors in providing continuous support to English pre-service teachers. During classroom practice, English pre-service teacher faced limitations in discussing and seeking guidance on specific actions, further inhibiting the mentor's ability to monitor their progress effectively. To address these challenges, it is important to establish mutual agreement and set up additional discussion sessions to compensate for the limited time available. Incorporated within the guided teaching practices, it is essential to include supplementary activities that facilitate open dialogue between the supervising lecturer and the English pre-

138 Johnson, W. B., & Ridley, C. R., *Op.Cit.*, page 52.

service teacher. The supervising lecturer is responsible for scheduling visits to partner schools to assess the progress of the English pre-service teacher. Creating a platform for English pre-service teacher to engage in discussions, address concerns, and seek solutions with their English teacher mentors is crucial. It is highly likely that the English pre-service teacher shared their experiences during these interactions. Furthermore, aside from writing reports for the aspiring teachers, English teacher mentors have the privilege of offering additional insights and perspectives on the educational environment. According to Hobson, quoted from Tawalbeh's study, mentor-ship leads to the professional development of seasoned educators¹³⁹. Mentors develop by discussing teaching with their mentees, participating in mentor training, reflecting on their teaching methods, and learning new teaching strategies. Collaboration and collegiality between mentors and mentees are also outcomes of mentoring partnerships.

In the fourth role, which they play as "parents," the four English teacher mentors provide solutions. He stated that when helping a pre-service teacher, a mentor must design for all the tasks required, in keeping with Johnson and Ridley's argument, which claims that having children causes internal or physical issues¹⁴⁰. In order to prioritize the well-being of future teachers, English teacher mentors should demonstrate increased compassion, even if the pre-service teacher does not immediately mention health issues. It is important for English teacher mentors to refrain from assigning tasks or responsibilities that could negatively impact the health of English pre-service teacher. English teacher mentors, regardless of their roles, including acting as parental figures, have the responsibility to ensure positive behavior, attitudes, and character traits in order to uphold the guidance and welfare of English pre-service teacher¹⁴¹. Similar to Boreen's assertion that the mentor and mentee must share teaching sequences, classroom management skills, and teaching planning, this

139 Tawalbeh, T. I. (2020)., *Op.Cit.*

140 Johnson, W. B., & Ridley, C. R., *Op.Cit.*, page 20.

141 Johnson, W. B., & Ridley, C. R. (2004), *Op.Cit.*, page 54.

is also true, like telling the kids stories, which can be done in discussion while exchanging opinions in light of one another's perceptions and experiences¹⁴². The two of them can analyze the class situation effectively and reflectively.

Johnson and Ridley's last function in this study was that of a professional teacher¹⁴³. In contrast to Johnson's and Ridley's theory, the findings of this study indicate that the four English teacher mentors do not prefer to be perceived as "expert/professional teachers." They expressed a greater level of comfort in being regarded as "senior/regular teachers" when interacting with English pre-service teachers. The term "English teacher mentor" encompasses the concept of a "professional teacher" who actively collaborates with aspiring educators. The study's findings are substantiated by the consistent support provided by these four English teachers, showcasing their exceptional quality in guiding teacher candidates. This underscores the English teacher mentor's commitment to sharing insights about classrooms, schools, and student progress. The four English teacher mentors who participated in this study possessed two years of experience in mentoring within the PLP program. Additionally, they had over five years of teaching experience in their respective partner schools.

Not to mention using mutual support and hope as the cornerstone of a fruitful partnership¹⁴⁴. Whereas for English pre-service teacher to become competent educators, the role of the English teacher mentor is paramount. Throughout PLP, the pre-service teacher will look for encouragement and consent.

142 Boreen, J. (2009)., *Op.Cit.*

143 Johnson, W. B., & Ridley, C. R., *Op.Cit.*, page 10.

144 Hudson, P. (2016)., *Op.Cit.*, Page 41.

2. The Impact of Roles English teacher mentor in Development of Teacher Competence English Pre-service Teacher

According to Dlengezele's research, the pursuit of the teaching practice program is to provide English pre-service teacher who have registered for a Bachelor of Education degree with work-integrated learning experience before initiating their careers as teachers¹⁴⁵. The university and school recognize to serve the competence and readiness of English teacher mentors cause their responsibility towards the English pre-service teacher is to support, guide, and provide instructions during PLP program. The main objective of the PLP program is to equip students with the essential pedagogical, professional, social, and personal competence required to become proficient teachers. To be eligible for participation in all PLP program activities, English pre-service teacher must have completed the prerequisite courses, including the ELT curriculum and theory and practice of micro-teaching. Additionally, the role of the mentor encompasses providing valuable insights into the expectations and requirements of the teaching profession. During the PLP program, nailed that English teacher mentors' responsibilities included the following:

- Assisting English pre-service teacher through discussions.
- Exchanging ideas and experiences.
- Offering advice and tips on developing their abilities as potential teachers.

The study's findings highlight that a English teacher mentor assumes multiple roles, including that of a tutor, friend, and professional teacher. The primary goal of the PLP program is to enhance teacher competence among English pre-service teacher. The results of the questionnaire indicate that English pre-service teacher effectively fulfill the program requirements by functioning as both a "tutor" and a "professional teacher." The feedback

145 Dlengezele, A. N. (2020). *The role of mentor-teachers in supporting student-teachers*. Thesis. Pretoria University.

received by English pre-service teacher indicates positive outcomes in terms of their pedagogical skills and personal development. Strengthened by Wright's theory, it states that feedback is one part of the process of analysis and reflection that drives the progress of each mentee when mentoring¹⁴⁶. The research findings of this study align with the observation that competent and attentive mentors are adept at promptly addressing and evaluating inadequate performance exhibited by their mentees¹⁴⁷. Additional, from Loughran cited Hudson in saying that English pre-service teacher embrace English teacher mentors as role models while receiving mentor-ship, particularly in improving technical parts of teaching abilities, managing instruction, and establishing student-teacher interactions in the classroom¹⁴⁸.

English pre-service teachers must conduct teaching practice in the classroom during the third and seventh weeks. The results of practice's outcomes of each procedure must write it in weekly reports. It is essential for every action and outcome achieved by an English pre-service teacher to be documented. This aligns with Wright's theory, which highlights that "teacher training" improves the quality of education for the users¹⁴⁹. The English teacher mentor will examine and get comments on each of information the pre-service teacher. English pre-service teacher already have high expectations and may even be excellent when it comes to their direct classroom instruction during the practicum¹⁵⁰. 'Extraordinary' students even enroll in English pre-service teacher' classes. To enable English pre-service teacher to better prepare for the

146 Wright, T. (2010), *Op.Cit.*, Page 10.

147 Johnson, W. B., & Ridley, C. R. (2004), *Op.Cit.*, Page. 28.

148 Hudson, P., Usak, M., & Savran-Gencer, A. (2009). Employing the five-factor mentoring instrument: Analysing mentoring practices for teaching primary science. *European Journal of Teacher Education*, 32(1), 63–74. <https://doi.org/10.1080/02619760802509115>. Page 64.

149 Wright, T. (2010), *Op.Cit.*, Page 1.

150 Flores Delgado, L. D., Olave Moreno, I., & Villarreal Ballesteros, A. C. (2020). The impact of role modeling on the professional identity of English pre-service teacher. *Indonesian Journal of Applied Linguistics*, 10(1), 143–152. <https://doi.org/10.17509/ijal.v10i1.25024>.

following class, English teacher mentors provide feedback on the outcomes of writing reports for each practice result.

The findings of this study suggest that all English pre-service teachers have improved their personal competence for all of the roles played by English teacher mentors. All of the roles that English teacher mentors played while they were with them turned out to be admirable, exemplary, honest, and energetic. so that English pre-service teachers might use it as a model and copy. Furthermore, English pre-service teacher regarded their English teacher mentors as highly skilled professionals. The English teacher mentors possessed prior teaching experience and the necessary expertise, which was evident through their fulfillment of all requirements, from pre-service teachers training to assessment. The English teacher mentors positioned themselves as competent educators who provide guidance and support to aspiring teachers during their classroom practice. They exhibited a strong understanding of current educational issues. The ability to provide accurate information, develop lesson plans, establish effective curricula, and manage the classroom were considered crucial qualities for the English teacher mentors. English teacher mentors can offer English pre-service teacher pedagogical supervision and suggestions, according to Schneider who cited Hudson, due to the field of pre-service teacher education sets a strong emphasis on the stability of teacher pedagogical competence¹⁵¹. According to a quote from Hudson, a mentor's responsibilities include sharing pedagogical information, lesson models, teacher assignments, feedback, and results evaluation¹⁵². The interviews' findings demonstrate that the English teacher mentor made it clear to every English pre-service teacher that being a teacher requires being ready to receive instruction from other instructors. because not all educational institutions can accommodate teachers' and students' learning demands. then the teacher's responsibility is to set up it. It

151 Hudson, P., Usak, M., & Savran-Gencer, A. (2009)., *Ibid.*, page 64.

152 Hudson, P. (2004)., *Op.Cit.*, 104.

refers to the development of the teacher's pedagogical proficiency in addition to the transmission of education.

The role of a English teacher mentor as a 'tutor' involves supporting the success of others, including the mentor themselves. This includes skills such as negotiating mentoring arrangements, sharing pedagogical expertise, serving as a role model for teaching methods, and providing constructive criticism¹⁵³. English teacher mentor role in 'tutor' thinks mentoring helps others succeed, including the mentor's qualities. How to negotiate with the requests of mentoring schemes, pedagogical expertise, serve as a role model for teaching methods, and offer helpful criticism¹⁵⁴. According to Mullen's idea of the tutor's job, which claims that this role includes enhancing all areas up to the professionalism that the mentee plans to achieve through mentoring¹⁵⁵. English pre-service teacher' strengths and weaknesses should have identified by the English teacher mentors. It is to utilize it to promote professional growth and a sense of pride in mastering a teaching specialty. The interviews conducted in this study with English pre-service teachers and English teacher mentors revealed that they have successfully completed all teaching practice assignments within the designated time frame. The English pre-service teacher themselves acknowledge the importance of setting deadlines to maintain organization in their activities and instructional delivery for learners. Furthermore, given the availability of free time resulting from various school activities, English pre-service teacher are advised to utilize it for reviewing the subject matter in preparation for the another meeting.

The PLP program's closing could signal the onset of pre-service anxiety. English pre-service teacher worry about the result even though they feel competent in finishing all activities and tasks. Particularly the lecturers and

153 Hudson, P. (2010). Mentors Report on Their Own Mentoring Practices. *Australian Journal of Teacher Education*, 35(7). <https://doi.org/10.14221/ajte.2010v35n7.3>.

154 Hudson, P. (2010)., *Ibid*.

155 Mullen, C. (2005)., *Op. Cit*.

supervisors come to the PLP program supervisors to see the outcomes of the activities and teachings. Mentors for teachers are aware of this fear. Confirms that no criticism will have an impact on future success. Instead, a complaint can use as a tool for good. In keeping with Gorospe's studies have linked mentoring and pre-service anxiety. It's crucial to consider how English pre-service teacher and their coworkers interact for professional development. Therefore, mentors and mentees must consider other relationships that encourage career development. Last but not least, teacher candidates advise more fantastic planning and preparation of internships to reduce teaching anxiety during practical teaching¹⁵⁶. Nevertheless, Alcantara's research on pre-service teacher mentoring in off-campus mentorship programs yielded contrasting findings. The results indicated a remarkably high level of satisfaction, which contributed to increased self-motivation among participants engaging in the off-campus program¹⁵⁷.

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156 Gorospe, J. D. (2022). English pre-service teacher' Teaching Anxiety, Teaching Self-Efficacy, and Problems Encountered During the Practice Teaching Course. *Journal of Education and Learning*, 11(4), 84. <https://doi.org/10.5539/jel.v11n4p84>.

157 Alcantara, F. I. (2022), *Op.Cit.*

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter covers the conclusion and suggestion. The part of conclusion is divide into; (1) the roles of English teacher mentor roles, and (2) the impact of roles in developing teacher competencies of English pre-service teachers. Furthermore, the suggestion for (1) future English pre-service teacher, (2) future English teacher mentor, and (3) future researcher.

A. CONCLUSION

1. The dominant roles played by English teacher mentors during the PLP program in this study were as tutors, friends, parents and professional teachers. However, from the practical results, the role of the professional teacher is different from the theory because all the English teacher mentors in this study stated that they did not want to be seen as experts or professional teacher. They are more comfortable with the role of senior teacher for English pre-service teachers. However, it is important to note that two additional roles, namely "parent" and "guide," were acknowledged by all English teacher mentors in this study. However, it should be emphasized that these roles were not fully implemented within the context of the PLP program.
2. The impact of implementing these roles during the PLP program is increasing teacher competencies from English pre-service teacher as follows; Personal competence, Social competence, Pedagogical competence, and Professional competence. The outcomes of the English teacher mentor's role in the PLP program demonstrated a substantial enhancement in 'personal competence,' as indicated by the responses of the English pre-service teacher. The development of personal competence aims to mold and enhance the character of the pre-service teacher, making them well-suited for the teaching profession.

B. SUGGESTION

1. For Pre-Service Teacher

The English pre-service teacher must adequately prepare themselves as they will be continuously accompanied and instructed by an English teacher mentor who assumes the role of a tutor. Additionally, the English teacher mentor will assess the outcomes of their practice during the PLP program.

Given the English teacher mentor's inclination to be regarded as a friend by the English pre-service teacher, it is appropriate to maintain a friendly and respectful trait towards the English teacher mentor throughout the PLP program.

Furthermore, as the English teacher mentor assumes the role of an experienced educator, the English pre-service teacher should consistently show respect and embrace all forms of guidance, input, and new lessons provided during the PLP program. Then, to make the most of the PLP program, it is advisable to have a thorough understanding of the four teacher competencies beforehand and apply them diligently.

2. For English Teacher Mentor

Since the primary roles selected for the English teacher mentor in the PLP program are that of a tutor, friend, and expert teacher, the English teacher mentor will adapt to the specific circumstances and situations that arise. Furthermore, they should also adjust themselves to the needs and characteristics of the students they will be accompanying. It is important to note that not all three roles need to be fulfilled throughout the PLP program. The English teacher mentors must focus on establishing beneficial partnerships with the English pre-service teacher.

3. For Faculty of Education

The results of this study can be used by the faculty of education for a new plan in designing PLP in the following year with the aim of deepening teacher competence, as well as being able to expand partner schools not only around

campus. maybe there are schools that are private or not yet accredited but have qualified teachers, so that pre-service teachers have no limit to scholarship 'teaching and learning' together.

4. For Future Research

The findings of this study specifically highlight three roles fulfilled by English teacher mentors and the positive impact on enhancing teacher competence for English pre-service teacher. These results provide a foundation for future researchers to explore and expand upon the mentoring skills exhibited by English teacher mentors throughout the PLP program. Further studies can delve into the specific aspects of mentoring and its implications in the context of the program.



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