JINoP (Jurnal Inovasi Pembelajaran),
Volume 3, Nomor 2, November 2017
P-ISSN 2443-1591 E-ISSN 2460-0873

http://ejournal.umm.ac.id/
index.php/jinop

IMPLEMENTATION OF 2015 MENTORING PROGRAM IN ENGLISH DEPARTMENT OF UNIVERSITY MUHAMMADIYAH MALANG

Nina Inayati, Laela Hikmah Nurbatra, Rahmawati Khadijah Maro
FKIP Universitas Muhammadiyah Malang
Email: nurbatra@yahoo.com

ABSTRACT

The Mentoring Program of the English Department of UMM is an extra-curricular program designed to assist first year students to practice their English speaking and independent study. The speaking skills are focused on two specific skills; presentation and debate skills; while the English independent study introduces students to various English learning activities students could potentially integrate in their daily lives. The current study employs document analysis and survey as the methods of data collection. Then, content analysis is used to identify the salient themes and patterns occurring from the data to be presented based on the research problems. Analysis of the data shows that the program ran as planned and that some mentors developed the prepared lesson plans. As for the program evaluation, analysis of the survey results show that, in general, the program was viewed positively by the students. Some strengths mentioned were that the module was helpful and informative and that the mentors were fun and motivating. As for the weaknesses, Saturday morning schedule was considered bad option and that outdoor venues were less conducive some times. In light of the evaluation, some suggestions for the future program are offered, such as to improve the timing and venues.

Key words: Mentoring, English Language Learning, Speaking, Independent Study

INTRODUCTION

The English Department of the University of Muhammadiyah Malang (UMM) as one of the leading and popular departments is continuously striving to improve its excellence in teaching in order to produce quality outcome. One of the attempts to do that is by actively participating in various inter-university cooperations both nationally and internationally. On the 4 – 7 Janury 2015, the English Department of UMM sent three delegates to attend the Workshop on Curriculum Development organized by *Majelis Pendidikan Tinggi PP Muhammadiyah* in the University of Muhammadiyah Yogyakarta. The workshop was in cooperation with the Temasek Foundation-a non-profit organization based in Singapore which main focus is to promote networking and cooperation among communities in Asia-and the National University of Singapore (NUS). One of the insights gained from the workshop was the need to strengthten the English language foundation of new students and to minimize the proficiency gap among them. After some consultation with the board of leaders of the department, it was decided to follow up the workshop with a new program for the first year students called the Mentoring Program.

The Mentoring Program of the English Department of UMM is an extra-curricular program designed to

assist first year students to practice their English speaking and independent study. Both aspects become the main foci of the program due to the need to build students' positive attitudes towards English learning and to forge their confidence in using English in their daily lives. The speaking skills are focused on two specific skills; presentation and debate skills; while the English independent study covers the introduction to various English learning activities students could potentially integrate in their daily lives. By attempting to informally integrate English learning in their daily lives through speaking and independent study, it is expected that the rich exposure to the language could assist in strengthening the students' English proficiency to be later reinforced in the formal classroom instructional settings, thus improving the quality of learning outcome altogether.

The informal setting of Mentoring Program is achieved by involving senior students as mentors for the first-year student mentees. Each mentor is responsible to tutor ten to twelve mentees during eight mentoring sessions held every Saturday morning in either outdoor or indoor classroom settings. The mentors are students of the fourth to eight semester who are considered highly proficient in speaking English as well as in tutoring their juniors. They were equipped with workshop for mentors, mentoring handout and lesson plans for each mentoring session. In addition, they are also assigned a lecturer-supervisor to guide them with any practical issues and are supported with a biweekly evaluation meeting for mentors to observe the progress of the program and to ensure the program runs effectively and efficiently.

As this first program is planned to be the pioneer for the next mentoring projects, it is considered necessary to study its execution in order to be able to systematically analyze how the program run as well as its strengths and weaknesses. The insights gained are expected to assist in improving the organization of the next mentoring programs to achieve maximum results for the students, the English Department as well as the university in general.

Mentoring

Mentoring literally refers to the activity of helping and giving advice or supervision to younger or less experienced person, especially related to working or studying (Cambridge Dictionaries Online, 2015). Literature document a relatively high number of studies on mentoring within the area of company management, particularly those related to the training of new employees. In the education realm, especially in the field of English Language Teaching (ELT), mentoring has been moderately documented in the area of English teaching practice supervisory (Kullman, 1998; Arnold, 2006; Balassa, Bodo'czky and Saunders, 2010), which can be argued to have the same spirit of the company's version of mentoring; the training of the novice teachers by the more experienced teachers. Using the same underlying definition of aforementioned mentoring, the current study offers a slightly different version of mentoring involving more experienced senior students as the mentors in learning English and the relatively less experienced first-year students of the same major as the mentees.

In other words, the mentoring program in this study refers to the systematic activity of assisting first-year

students of English Department of the University of Muhammadiyah Malang (UMM) as the relatively novice learners of the language by their seniors who are comparatively more experienced. As suggested by Kullman (1998), mentors are advised to play a 'non-directive, developmental and collaborative' roles which includes assisting mentees' overall development by providing necessary guidance, feedback and building positive personal attitude and beliefs towards learning through reflection activity. Adopting Arnold's (2006) standard for quality outcome in mentoring, the activity should result in mentees' improved skills in learning, as well as deeper reflection skill which leads mentees to grow personally in 'self-image, self-esteem, and self-confidence', especially in terms of their English Language skills.

Based on the results of preliminary observation and reflection by the English Department lecturers of UMM, the current mentoring program covers three main foci which become the major concerns among students, they are the students' attitudes towards learning English independently and the speaking skills focusing on presentating and debating skills. Therefore, the following discussion of the literature are directed towards the three mentoring foci—English independent study, presentation skills and debating skills.

English Independent Study

Rooted in the notion of autonomous learning, English Independent Study (EIS) expects learners to take responsibility of their own learning. This is in line with Smith's (2008) definition of autonomous learning, which is individual's capacity to be in charge of their own learning. Furthermore, learning takes place in the learner's mind (Crabbe, 1993), therefore, it may happen anywhere and anytime. In terms of additional language learning, Crabbe further pinpoints that its success depends heavily on how well learners could use various learning opportunities at their immediate disposal, whether it is inside or outside the classroom settings. In practical sense, EIS requires learners to find and/ or create their own English learning exposure in order to maximize the opportunities for language acquisition (Inayati, 2015). Consequently, it is expected that they are also equipped with strategies to learn the language beyond the classroom boundaries (Krashen, 1982).

Independence in learning has often been associated with successful language learning. Yanren (2007), studying successful Chinese learners who won a number of national English speaking and debate competitions, reported that they spent a huge amount of time learning English independently from frequent watching of English language movies and reading books of their favorite. In addition, Wong and Nunan (2011) found that their Hong Kong-based students who scored highly on a nationally standardized English examination reported that they spent longer time studying and practicing their English independently outside the classroom compared to those who scored low in the examination.

Considering the threories and previous studies above, EIS was implemented as part of the mentoring program in order build students' awareness and positive attitude towards independent learning, which eventually is expected to enlarge their opportunity of success in learning English. Its implementation is started with some

discussion about the nature of EIS followed by brainstorming of ideas about potential English exposure available around their immediate environment. Then, it is followed by real weekly practice of how to use those exposures into students' learning advantages in the form of independent study. Their learning experience is then shared in the class in order to see the progress and clarify some lack of understanding on the students' part. This technique of independent study training has proven to be effective in terms of its sustainability as reported by Inayati (2015). Studying two Indonesian-based cohorts of English learners, she found that after 12 weeks of such training, the students reported positive perception and continuity of some EIS activities by the students even months after the training finished.

According to Inayati (2015), there are some principles of EIS such as rich exposure to English, learners' freedom to choose their own learning materials, comprehensible and balanced language input and output, and using various EIS strategies. Adopting such principles, the indicators of success for EIS in this mentoring program is set as follows; first, students can identify potential English exposure in their immediate environment; and second, students can do various EIS activities in accordance with the principles of EIS.

Presentation Skills

As one of the productive skills, speaking is considered a difficult skill to master. One of activities in speaking skill is oral presentation. For EFL learners, oral presentation is a complex skill, as it requires cognitive and sociolinguistic understanding (Adams, 2004, in Yu & Cadman, 2009). In this skill, learners are expected not only to understand the material that they present, but also to have grammar and communication competences (Yu & Cadman, 2009). It means that EFL learners need to be aware of complicated aspects in oral presentation.

Furthermore, given that successful L2 learners can be identified from his or her ability to speak in different situations (Roger, 2008, in Yahay & Kheirzadeh, 2015), it is important for learners to be given opportunities to practice more comprehensively. This is supported by the findings of Ferris (1998, in Yahay & Kheirzadeh, 2015) who investigated ESL students in American institutes. He mentioned that oral presentation and discussion is one area that the students were highly concerned; however, they were also aware that they should have been given more opportunities for the activities.

From those perpectives, presentation is highlighted as one of important activities in the mentoring program. Although language learners are responsible for the progress that they went through (Yahay & Kheirzadeh, 2015), English Department in UMM needs to make sure that the students are provided with adequate exposure to practice using the language. Initially, interesting brainstorming activities such as playing crossword puzzle, or small discussion on certain topics is conducted to famialiarise the students with the context. By the time they are familiar with the vocabulary and the language expression they need in presenting about certain issue, the students are expected to have oral presentation either individually, in pairs, or even in groups.

A successful oral presentation can be assessed from various criteria. In this context, there are six elements to consider

in assessing presentation skill. These criteria are content and analysis, structure, equity, non-verbal, verbal and visual aids. These elements are adopted from the criteria sheet oral presentation used by Cooper (2005). The first element, content and analysis, deals with the content of the presentation that needs to have clear concept. While structure, as the second element, focus on the logical order of the presentation, which needs to be delivered within the time frame. Thirdly, equity is the contribution as the team member in terms of the research and the delivery. The fourth criterion is in regards with non verbal, which identify the body language and gesture during the presentation. On the other hand, verbal as the fifth element focus on the words that are pronounced during the presentation. As the last element, visual aid, oral presentation will be assessed from the visual aids used and the conceptual link with the topic.

Debating Skills

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney and Burk, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Today's world requires that the goal of teaching speaking should improve students' communicative skills, because that is how students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Therefore, recent pedagogical research on teaching students conversation has provided some parameters for developing objectives and techniques; one of which is through the use of debate.

Debate is a formal, systematic and structured way of discussing a topic. In speaking, a debate usually involves two teams; the affirmative and the negative teams (Quinn, 2005). The affirmative team is required to argue that certain debate topic is true; while the negative team needs to argue otherwise. Each team should use two basic types of argument to support their stand; the substantive argument which is prepared in favour of a team's side of the topic and the rebuttal argument which attacks the opposition's arguments.

The systematic nature of debate is believed to allow learners to be more argumentative and logical in their speaking, thus training their practical communicative skills. Therefore, debating skills is used as one of the foci in the mentoring program since the students of English Department of UMM are expected to be able to speak in a systematic, argumentative, and logical manner in English; thus, giving them the basics of debate is considered necessary.

There are some elements to consider in scoring debate. In detail, there are ten aspects to be analysed in assessing debate such as appearance of team or seriousness of team, delivery, opening assessment, member participation, arguments, rebuttal, team member participation in rebuttal, summary, answer to the audience questions and respects.

METHOD

The researcher used descriptive research design to analyse the mentoring program administered by the English Department, University of Muhammadiyah Malang. Descriptive study is chosen because the researcher intended to investigate the actual setting and execution of the program.

The subjects of this study consist of three different roles in mentoring program. First, the study involves mentees as the core subject of the program. Secondly, it includes mentors as one of the crucial components of the program. Lastly, it also involves supervisors who provided close guidance for the mentors to run the program. All these components of mentoring program are going to be systematically studied in order to gain insights about the project.

With regards to the instruments used, the current study uses document analysis from the mentoring program in the form of handout book, lesson plans of each meeting, and mentors' journal to observe the implementation of the program. In addition, data about the strengths and weaknesses of the program was observed using an open survey. In the survey administered at the end of the program, the mentors and mentees are requested to evaluate the positive and negative aspects of the program in terms of the time, venue, module, and mentors/mentees.

In analyzing the data, the researchers employ content analysis to find the occurring salient themes and patterns of the data classified based on the research problems.

FINDINGS

The Implementation of 2015 Mentoring Program

The implementation of the 2015 mentoring program were observed from the documents used, which were the mentoring handout book, lesson plans, and mentors journals. The analysis results is presented based on the aspects of time and venue, module, mentors, mentees, supervisors, mentoring agenda, and the lesson plans.

Time and Venue

The program was held every Saturday from 11 April 2015 to 6 June 2015 at 8-10 am. The program was intended to be conducted outdoor in the gazebos around campus area in the hope to create semi formal atmosphere during mentoring sessions. However, since there were not enough conducive outdoor spaces, 5 of the 20 mentoring groups were conducted indoor. Interestingly, during the mentoring program 2015, mentors, mentees and supervisors wears the same outfit, a uniform of red t-shirt.

Module

In terms of materials in mentoring program, a module is prepared differently for mentor and mentees. Module for mentors consists of all the materials needed in the program enclosed with the schedule, lesson plan and evaluation rubric. On the other hand, module for mentees only consists of materials for mentoring program. The module covers eight handouts for eight meetings with three core activities that are highlighted in the program, such as independent study, presentation and debate. Story telling is added in the module as one of activity to challenge the students' competence in using English in oral form. Despite the creativity that is expected from the mentor in using the module, it is used as guidance so that the program meet the expected results based on the designed schedule.

Mentors

Mentors play significant role in the implementation of mentoring program. They are senior students of English Department who were selected based on their skill, attitude and commitment. The selection process was done on 28 March

2015 by interviewing the applicants in order to know their English skill, particularly speaking skill. Moreover, the interview in the selection process is used to know the candidates' attitude and commitment on the mentoring program. 24 mentors were selected out of 38 applicants and were trained before the program was held. The training was conducted on 30 March 2015 and it was aimed to prepare the mentors for the program. For that reason, the training emphasizes on building the mentors' understanding towards the program and all the related matters such as module, activities, media and evaluation.

Mentors involved in the 2015 mentoring program are highly committed as they prepare, organize and run mentoring session every week. One or two mentors were assigned to be in charge in one group. The purpose for this is to build strong connection between mentors and mentees. Before the session, mentors are expected to prepare themselves by comprehending materials and lesson plans provided in the module for mentors. If they had any difficulties about materials or lesson plan, they could ask their supervisors or committee. Although materials and lesson plan had been provided, mentors could express their creativity in terms of additional materials or activities in the session. As long as the objectives of the session were achieved, mentors were free to adjust the session based on their own way.

During the session, mentors were responsible in running the program. In 100 minutes session, they assisted students in participating in the program. Not only as teacher who guide the students in learning, they also played the roles as friends who can share their thoughts freely.

Mentees

All semester 2 students were registered in the 2015 mentoring program that were divided into 20 groups of 10-12 students. The classification was based on the class that they regularly attended for lecture. In general, there were four groups in a class, which were randomly classified. This had lead to the variety of students' English proficiency in one group. The varied level of English skill proficiency of the students was indicated from the students who come from different areas in the country. Students who had adequate English background possessed different English proficiency level with students from remote areas in Indonesia. This was recognized as one of the challenges in mentoring program, as the program need to suit the students with variety of English proficiency. Furthermore, given that mentees were second-semester students who registered themselves for the program, most of them did not have adequate confidence in using English in oral communication. Although they understood English to some level, it was not easy for these students to use English in spoken form. One of the reasons for this was because they had limited opportunities to use English as their communication tools, and they were too shy to speak in English.

Supervisors

Supervisors are selected lecturers of English Department of University of Muhammadiyah Malang who are responsible in assisting the mentors and evaluate the program. There were 10 supervisors involved to support the 2015 mentoring program. Each supervisor in mentoring program was in charge for two groups with two to four mentors. If the

mentors had any difficulties about the program, supervisors were to discuss with. In addition, supervisors were responsible to monitor the mentoring session so that they could give feedback on how the mentors run the session. Some problems with supervisors' active involvement were found during the mentoring sessions. Some supervisors were actively involved and there were a few of them who were lacking in involvement. To deal with the problem, biweekly evaluation was offered to provide more equal assistance for all mentors.

Mentoring Program Agenda

The 2015 mentoring program was conducted in eight weeks based on the objective of the program. Below is the timetable of the program:

Table 1. The Weekly Agenda of 2015 Mentoring Program

MEETING	TOPICS	GOALS
I	**English Independent Study** *Introduction to EIS* *Discussing potential activities*	Creating a solid basis for students to independently try to find/ create their own exposure for maximum English acquisition
II	**English Independent Study** *Sharing about EIS experience*	Sharing and clarifying students' implementation of EIS to iron out potential misunderstanding and misperception.
III	**Presenting** Comparison Discussion British vs American English	Students state their opinions Analyzing and discussing differences and similarities
IV	**Presenting** *Discussion* *Useful phrases* *Stress Management*	Students are able to use phrases in discussion and engage in problem solving activities.
V	**Presenting** *Pecha Kucha presentation* *Question and Answer* *Invention*	Students present their topics and answer questions. Mentor and students provide feedback in terms of presenting skills.
VI	**Telling Story** *Sharing tips of storytelling* *Practicing telling stories*	Students discuss about tips of storytelling and practice telling stories in an engaging manner.
VII	**Debate** *Introduction to debate* *Designing argumentation*	Students discuss about the nature of debate and what makes a good debater. Students practice to design argumentation statement
VIII	**Debate** *Preparing argumentation technique* *Persuasive and role description* *Debate practice*	Students practice to present argumentation statement Students understand the role of team debating member Students practice to have debate battle

Lesson Plan

Lesson plan in the mentoring program was designed to help mentors to run the session. The lesson plan was enclosed in the module for mentors for each activity in the module. As has been previously stated, the lesson plan was not the only way for the mentors to apply in the session as mentors could improve and develop the teaching plan as creative as possible. The lesson plans were used as the guidance so that the objective of the program is achieved. As the consequence, mentor were allowed to adjust the methods or media used. Analysis of the mentors' journal shows that some mentors developed the prepared lesson plans by, for example, adding games and inserting music and movies in the activities. The example of lesson plans in the 2015 mentoring program could be examined as follows:

Sample of lesson plan used for the 2015 mentoring session

Faculty/ Department	**:**	**FKIP/ English Education**
Course/ Program	:	Mentoring
Meeting	:	1 – 2
Time Allotment	:	200' (@100')
Theme/ Topic	:	English Independent Study

Competence:

At the end of the meeting, students are expected to understand the concept of English independent study and to be able to implement its practical implications in their daily lives. The ultimate goal of EIS training is to encourage students to do various independent English learning activities in order to complement the classroom learning, and to develop a sustainable independent learning habit to support their lifelong learning of English.

Learning objectives :

- Students can identify potential English exposure in their immediate environment
- Students can practice various English independent study activities outside the class

Learning materials :

This particular session discusses the notion of English independent study in terms of the definition, the underlying basis, the principles, the purposes and the practical implications.

Learning methods :

- Discussion
- Small Group Works

Procedure :

Meeting 1 (100')

Pre-teaching (10')	**1. Mentor opens the session and greet the students** **2. Mentor checks students attendance and other requirements** **3. Mentor introduces the topic of today's session: English Independent Study (EIS)**
Whilst Teaching (80')	4. Students are asked if they know anything about what independent study is 5. Mentor briefly explains about the definition, the goal, the underlying basis, and the principles of English independent study. 6. Students are given some examples of some EIS activities that they could integrate in their daily lives 7. Students are asked to work in pair or in small groups to brainstorm some potential EIS activities in their immediate environment asmany as possible 8. Students are informed that the list of their EIS activities should be used to guide them to do their EIS activities for the next weeks. Mentor walks around and make sure each group understands the assigned task, occasionally reminds students about the nature and the principles of EIS activities, and offers assistance as necessary. 9. Each group are asked to share their list of EIS activities to the whole class. The first group can share their complete list, and the next groups add activities that are not yet mentioned by the previous group. 10. Mentor inform students that the goal of this activity is to share and inspire each other about potential EIS activities that they may be able to do.
Post activities (10')	11. Mentor leads students to review today's session 12. Students are reminded that they are expected to try some EIS activities that they have brainstormed today and share about it in the next meeting. 13. Mentor explains about the EIS weekly report that students should fill in, reminding them that each week, they are expected to do different EIS activities. 14. Mentor invites questions or clarification. 15. Mentor closes the session.

Meeting 2 (100')

Pre-teaching (10')	**1. Mentor opens the session and greet the students** **2. Mentor checks students attendance and other requirements** **3. Mentor introduces the topic of today's session: sharing about EIS activities**
Whilst Teaching (80')	4. Students are asked if they tried some EIS activities they have discussed in the previous meeting. 5. Students are asked to submit the written EIS weekly report to the mentor. 6. Students are asked to work in pairs or small groups and share about the EIS activities they have tried this week. 7. Mentor walks around to make sure students understand and do the assigned task. In the meantime, mentor also check students' written weekly report to ensure that all students comply with the instruction. 8. After the group sharing, students are asked to retell their peer's EIS experience to the whole class. The small group sharing and the whole class retelling is intended to provide students with more opportunities to talk and practice their English. 9. As students recount their peer's EIS experience, mentor ensures that each misunderstanding or lack of understanding about EIS is well addressed. For example, if a student shares about trying to read a text that he thinks is very difficult, he and the class should be reminded that one of EIS principles is to find a material that are not too difficult nor too easy. Thus, for the next EIS activities, encourage them avoid such difficult text, and find materials with appropriate level of difficulty.
Post activities (10')	10. Mentor leads students to review today's session. 11. Mentor invites questions or clarification. 12. Mentor reminds students that they are still expected to continue the EIS activities and fill in the written EIS report each week. If time allows, the first 5-10 minutes of each session will be used for sharing about students EIS activities. 13. Mentor informs students about next meeting's topic and asks them to prepare by reading and/ or watching the prepared materials in advance. 14. Mentor closes the session.

Media & resources :

- Handout about English Independent Study
- Worksheet on identifying potential EIS activities
- Whiteboard and board marker (if available)

Scoring Rubric :

No	Components	Quality			
		Less	Fair	Good	Excellent
1	Students can identify potential English exposure in their immediate environment				
2	Students practice various English independent study activities outside the class				
	• Students report their EIS activities in the weekly report				
	• Students show some understanding of EIS principles in their oral report				
	• Students show some understanding of EIS principles in their regular written weekly report				

Program Evaluation

Analysis of the data obtained from the survey administered to both mentors and mentees at the end of the Mentoring program showed that this pilot program possessed some strengths and weaknesses. The survey was an open one, aimed to capture honest impression on the program by the respondents, free from any form of influence. The evaluation survey form consists of five sections; timing, venue, module, mentor/mentees and general impression about mentoring program. In addition, the evaluation form for the mentors includes an additional section of scoring rubrics. Below is the summary of the analysis results.

Aspect	Positive Reviews	Negative Reviews
Timing	64%	36%
Venue	53%	47%
Module	72%	28%
Mentor	88%	12%
Scoring Rubrics	95%	5%
General Impression	92%	8%

Strengths of the Program

The results of analysis about the strengths of the 2015 Mentoring Program are presented based on the aspects contained in the survey. In terms of timing, the strengths include that Saturday meeting allowed mentors and mentees to focus on their formal classes on weekdays, and that the starting time was good—not too early nor too late in the morning, a time when everyone was still fresh. In addition, the duration of each mentoring session (100 minutes) was considered sufficient and effective. Next, outdoor venue was another strengths of the program, as it was reported to be comfortable and conducive for learning. Furthermore, in terms of the module, its strengths were that it was helpful, informative, easy to understand, and with good and easy topics for speaking. In terms of the mentors, the strengths mentioned were that they showed good attitude, kind, friendly, helpful, patient, fun, motivating, clear in explaining, always spoke English, and liked to share additional information in addition to the topic of the lesson. In general, the mentors and mentees reported that the program

should be continued as it was helpful both to increase their English skills as well as in teaching, and that there was character building for both mentors and mentees in the program.

Weaknesses of the Program

In addition to the strengths, the survey results analysis also revealed the weaknesses of the program. In terms of the timing, the weaknesses mentioned was that Saturday meeting took away their weekend and that 8 am starting time was considered too early. Then, outdoor venues, despite providing new learning atmosphere, were sometimes less conducive for learning and lacking in learning media. As for the module, the weaknesses found was that it was boring as it was not colorful, less understandable, and contained too many assignments. Finally, the weaknesses in terms of the mentors were that some of them were boring, not punctual, less prepared, lack of control, and too domineering in talking.

With regards to the weaknesses, some suggestions were also offered by the mentors and mentees. First, in terms of the timing, some suggestions found were that the mentoring time should be made flexible in accordance with the group's free time, that the program should be one year long and that there should be more time for storytelling activity. Second, some suggestions made about the venue for the next mentoring program includes that the venue should be booked in advanced so as to avoid being used by other people, and that it could be made flexible, such as by alternating between one venue to another. As for the module, future mentoring module were expected to contain materials with lower level of difficulty as some materials were considered too difficult by the mentees. In addition, the module could contain more lessons, pictures and games or music for listening, and it could be printed in color. Finally, some suggestions made for mentors are that they should be well trained, they should talk less, and that they should be more well prepared, for example with some additional materials.

DISCUSSION

Mentoring program is designed to assist the first year students to be able to practice speaking English confidently. Some considerations serving as the background of this program was because of the students' relatively high proficiency gap, most probably due to different previous English training in their secondary schools. As a results, some students were more confident to speak English while many others were less confident. Therefore, the objective to conduct the Mentoring Program for the first year students was to bridge students' different proficiency gap in order that their English skills could be relatively equal among each other.

This proficiency gap due to different previous training is theoretically understandable since speaking in foreign language is a complex skill. Harris (1994, in Somjai and Jansem, 2015) states that speaking requires simultaneous use of several abilities which generally develop it different speed. He adds that there are five components of speaking; pronunciation, grammar, vocabulary, fluency, and comprehension. Harmer (2002) suggests that the basic components of speech area to be mastered are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Ni (2012) also adds that the lack of

self-confidence among students may causes fearful and timid attitude, shyness in expressing opinions and inability to make meaningful sentences when speaking in class activities. With such complexity, graded assistance for students to practice speaking confidently is believed to be helpful for learners.

The assistance offered in the mentoring program organized by the English Department of UMM is in line with the spirit of mentoring in general, which is defined as the activity of providing assistance in learning English to junior students by the more senior and experienced students. In this program, students work in team of 10-12 with the mentors playing the role as facilitator and supervisor in learning English Language. As suggested by Dornyei (2001), collaborative learning is believed to create positive learning atmosphere and to develop learners' self-esteem and confidence. This is corroborated by the findings of questionnaire and observation which shows that the students or mentees learned more eagerly with this model of learning. The small number of students could create a more conducive learning atmosphere for practice speaking in English with higher level of freedom and safety. Furthermore, assistance from the mentors—who are senior students (and not teachers/ lecturers)—and outdoor learning venues, are found to help them better to start talking due to the informal learning situation resulted. It was especially a good start for those who felt intimidated by the formality of regular classes and are too shy to talk there.

Based on the findings on this study, it was found that generally, the 2015 Mentoring program was well implemented. The elements of the program, such as module, lesson plans, scoring rubrics were reviewed mostly positively by the mentors and mentees. The mentoring agenda was also run as planned, with the timing and venue gaining the most polarized review, showing that althought many students agree with the timing (Saturday morning) and venue (outdoor gazebos) for the program, many other students were concerned and expect change and improvement.

In addition, the three mentoring goals—English Independent Study, presentation, and debate—were selected attentively so as to help strengthening students' English Language foundation. First, the English Independent Study (EIS) was targeted to help the mentees to develop good learning habit on their own accord, without having to depend on the presence of teachers or classes. As suggested by Smith (2008) and Inayati (2015), higher autonomy in foreign language learning and rich exposure to the language is believed to contribute to the success of learning. In addition, Yanren (2007) also confirm such believe in her study on successful Chinese learners of English Language who reported studying independently as one of the biggest factor influencing their success. In other words, it could be said that EIS is the starting point for students to mind map and start their own learning of English at their own pace and without any pressure by being continually exposed to the language and acquire the language components there, especially the vocabulary.

The second focus of the program, presentation skill, was expected to be the place for students to train their public speaking skills. The main goal of the training is for students to be able to talk systematically and understandably in English by making use of verbal and

non-verbal expressions. As suggested by Nadia (2013) oral presentation could serve as an effective way to develop student's ability to practice speaking as well as to improve their performing skill before a number of audience. This is supported by a study conducted by King (2002, in Nadia 2013) who found that oral presentation training could improve student's English Language proficiency level. The training of presentation skills in English given in the first year of study is expected to serve as the basic skill which will be continually sharpened as they practice presenting during classes throughout their study years. Eventually, it is projected that by the end of their four year study in the university, they would be competent speakers of English who could present in front of audience fluently and confidently.

The last focus of the program, debating skills, is a place for students to train their skills in making and defending arguments. Debate is a skill to deliver convincing arguments in order to provoke a particular party to believe certain standpoint over an issue. The debating skill training focuses on assisting students to practice critical thinking, structuring ideas and delivering the ideas using convincing arguments. In this Mentoring Program, students are not directly asked to confront an idea, but they are trained to think argumentatively with 'why' concept. Many students tend to accept any kind of information without criticizing the information by asking 'why' they should believe it, 'why' it is like that and other 'why'. Once they know how to criticize a particular statement and to design their argumentative reasoning, then students come to practice to defend their belief by dividing them into pros (affirmative) and cons (negative) teams. This debate technique is also believed to improve students' speaking ability as found in Somjai and Jansem's (2015) study based in Thailand. By employing mixed method approach using students' pre-test/post-test and questionnaire perception toward the implementation of debate in class, it was found that students' ability in speaking was significantly improved and that students reported that training on debate not only improved their cognitive but also their affective skills.

Indeed, informal observation conducted during the classes taught by some lecturers reported that during the Mentoring Program, students learning performance were relatively more positive. Some students who usually participated less in class discussion looked more confident in delivering their ideas; some may have felt that their English was getting better so that they tried to speak English and contribute to the discussion at any moment.

CONCLUSION

The 2015 Mentoring Program organized by the English Department of UMM was relatively well executed. Focusing on three aspects English independent study, presentation and debate, the program aims to help strengthening the first year students' English Language foundation by encouraging and teaching them various strategies to learn the language autonomously and by giving them basic training in public speaking, critical thinking and developing convincing arguments through presentation and debate training. The program was meant to be semi-formal and student-centred which was approached by the employment of senior

students as mentors and the use of outdoor venues. To ensure that the three mentoring foci were achieved, mentoring handbook, lesson plans and scoring rubrics were made available for mentors, while the mentees were provided with the handbook only.

Evaluation of the program given by the mentors and mentees shows that in general, the program was viewed positively and is expected to be continued in the future. Some aspects gaining mostly positive reviews include the handbook, the mentors, and the scoring rubrics. However, the timing and the venues provided for the program gained a more polarized review in which the positive and negative reviews were almost equally distributed. Nevertheless, almost all students suggested that the program should be continued since they felt that it benefited them in many ways, especially in terms of improving their English Language in general and specifically speaking skills.

Based on the study, some suggestions are offered for the next mentoring program, for the department and for the future researchers. First, the next mentoring program is expected to address all the negative reviews and improve upon them, for example by changing the time to suit everybody's interests, improving the venues by pre-booking the outdoor venues for the program and making sure that all mentoring groups meet outdoor, ensuring high quality mentors, and improving the involvement of all supervisors. For the department, it is expected to provide more support for the program such as by providing more human resources for mentoring team, and by providing more guidance and facilities for the program.

Finally, this study about the 2015 Mentoring program still has some limitations that future researchers could improve upon. For example, researchers who wish to study about the program in the future could focus more on the outcome of the program for example by rigorously measuring the change in students' English Language proficiency, especially in speaking skills, or the change in their confidence when speaking English or in their learning motivation. In addition, they could also focus on the mentees' and mentors' learning experience during the program. Finally, the supervisors' inputs for the program could also be elaborated and analyzed since they were the ones who were in direct touch with the mentors during the execution of the program.

The 2015 Mentoring program is a pilot project which is expected to be the starting point of the next mentoring programs in the future. By providing systematic review for the project, this study could serve as a basis to improve the same program in the future in English Department of UMM, and this could also be used as inspiration or reference for other institutions who wish to implement similar project.

REFERENCES

Arnold, E. (2006). Assessing the quality of mentoring: sinking or learning to swim?. ELT Journal, 60(2), 117-124.

Balassa, K., Bodo´ czky, C., & Saunders, D. (2003). An impact study of the national Hungarian mentoring project in English language training. Mentoring & Tutoring, 11(3), 307-320.

Crabbe, D. (1993). Fostering autonomy from within the classroom: The teacher's responsibility. *System, 21*(4), 443-452. <http://dx.doi.org/10.1016/0346-251X(93) 90056-M>

Cambridge Dictionaries Online. (2015). "Mentor", Retrieved from *http:// www.oxforddictionaries.com / definition/english/mentor.*

Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication in Grades K-8*. Iowa: Allyn and Bacon.

Cooper, D. (2005). Assessing what we taught: The Challenges faced with the assessment of oral presentation skill. *Higher Education in a Changing World*, 124-132.

Harmer, J. (2002). The practice of English language teaching (3rd Ed). Longman: *New York*.

Inayati, N. (2015). Promoting English Independent Study for EFL University Students in Indonesia. *Language Education in Asia (LEiA), 6*(1), 46-57. http://dx.doi.org/10.5746/ LEiA/15/V6/I1/A5/Inayati

Krashen, S. (1982). *Principles and practices in second language acquisition*. Oxford, UK: Pergamon. Available from: <http://www. sdkrashen.com/content/ books/ principles_and_practice.pdf>

Kullman, J. (1998). Mentoring and the development of reflective practice: Concepts and context. System, 26(4), 471-484.

Smith, R. (2008). Learner autonomy. *English Language Teaching Journal, 62*(4), 395-397. http:// dx.doi.org/10.1093/elt/ccn038

Nadia, Z. (2013). *The Use of Students' Oral Presentations in Enhancing Speaking Skill in the English Language Classrooms: the case study of second year students at the Department of English in Biskra University.* Master Program Dissertation, Biskra University, Algeria.

Ni, H. (2012). The effects of affective factors in SLA and pedagogical implications. *Theory and Practice in Language Studies*, *2*(7), 1508-1513.

Quinn, S. (2005). Debating. Retrieved from *http://www.learndebating.com/ DEBATING.pdf*.

Somjai, S & Jansem, A. (2015). The use of debate technique to develop speaking ability of grade ten students at Bodindecha (Sing Singhaseni) school. *International Journal of Technical Research and Applications*. Special Issue 13, 27-31

Wong, L. C., & Nunan, D. (2011). The learning styles and strategies of effective language learners. *System, 39*, 144-163. http://dx.doi.org/ 10.1016/j.system.2011.05.004

Yahay, M., & Kheirzadeh, S. (2015). The Impact of Oral Presentation on Fluency and Accuracy of Iranian EFL Learners' Speaking. *Journal of Applied Linguistics and Language Research, 2*(5), 114-123.

Yanren, D. (2007). Text memorization and imitation: The practices of successful Chinese learners of English. *System, 35*(2), 271-280. <http://dx.doi.org/ 10.1016/ j.system.2006.12.005>

Yu, S.-H., & Cadman, K. (2009). EFL Leaners' Connection with Audience in Oral Presentations: The Significance of Frame and Person Markers. *TESOL in Context, s2*.