

## The Implementation of Mentoring Model in Teaching Language Variation for the EFL Learners in Universitas Yapis Papua

Tenri Ugi Irianto<sup>1</sup>, Markus Deli Girik Allo<sup>2</sup>

<sup>1</sup>Universitas Yapis Papua, Indonesia, <sup>2</sup>Universitas Kristen Indonesia Toraja, Indonesia

*\*gimutaugust89@gmail.com*

### ABSTRACT

The purpose of this study is to find out whether the use of mentoring model learning strategies can improve the ability to understand language variations for the six semester EFL Learners in Universitas Yapis Papua. To achieve this goal, researchers collect data through three procedures, namely Pre-Test, Treatment, and Post-test. Pre-test was conducted before implying a mentoring model the EFL Learners in Universitas Yapis Papua. In this stage, researchers asked the learners to answer the tests individually. Then the researchers shared a test consisting of 20 questions and students collected a pre-test after working on it. The technique analyzes data using SPSS version 26. This study showed that the use of mentoring model learning strategies can improve the learners' ability to understand language variations of the EFL Learners in Universitas Yapis Papua.

**Keywords:** improving; understanding; language variation; implementation; mentoring model

### INTRODUCTION

Education is a deliberate and planned effort to help the development and potential of an individual's ability to benefit the interests of person's life both as an individual and in members of society. People learn to know what is in this world for individual or universal progress (Setiawan, 2021). Rahmayanti, Yarno, and Hermoy (2021) state that education can increase human resources as a subject of education. The advantages possessed by each region vary greatly. With the diversity of potential of this region needs to receive special attention for local governments so that children are no strangers to their own regions and understand properly about the potential and values and culture of their own regions in accordance with global economic guidance (Guntara, Fatchan, & Ruja, 2016). In the midst of the vortex of the influence of global hegemony, the phenomenon that occurred has also made educational institutions seem to lose wiggle room (Hidayat, 2020). In addition, it also makes the deepening understanding of learners about local history and cultural traditions in the community (Girik Allo, 2018; Sudarsi, Taula'bi', & Girik Allo, 2019). Therefore, it would be better if it is pursued how to make the various cultures that we already have we can take care of and we preserve together. With education based on local wisdom (local wisdom) then we can be optimistic about the creation of education that is able to give meaning to Indonesian human life (Santosa, Basuki, & Puspita, 2019; Suharjana, 2012). This means that education will then be able to become a spirit that can color the dynamics of Indonesian people in the future (Abdi, 2018; Adi, 2020; Daga, 2020). The society of language users is not a homogeneous group of people, so the form of language becomes varied. Language variation is caused by social interaction activities carried out by very diverse communities.

Language variation is a series of linguistic forms used in certain social circumstances, i.e. with typical social distribution (Adams & College, 1993; Eppang, Sumaidi, Bungin, & Tiranda, 1990; Sikki et al., 1986). Therefore, variation is a broad term that includes different accents, different language styles, different dialects and even different languages contrasting with each other for social reasons (Asis, 2018). It is a sociolinguistics term that proves useful because it encompasses all the obvious differences of abstract concepts of 'language' in different social contexts (Fowler, Hodge, Kress, & Trew, 1979; Gardner, 1985). Language variation is a type of language variety whose use is adapted to

its function and situation without ignoring the basic rules that apply in the language in question (Kumaravadevelu, 1991; Newcomb & Converse, 1965). Language variations vary according to the dominant factors that determine the language variation. Language variation related to the place of language use or geographical location of language use is called geographic variation, while language variation associated with social groups that use languages is called social variation (Fairclough, 2013; Fowler et al., 1979; Gardner, 1985). Language variations related to their use, language situations and/or the degree of formality of functional variation. Language variation is caused by the existence of social status and various functions of language as a tool of social interaction in society (Calin, 2005; Wray & Bloomer, 1998). The occurrence of language variation is not only caused by heterogeneous speakers, but also because the social interaction activities they do are very diverse.

This research explores the application of mentoring models to teach language variations to the EFL Learners in Universitas Yapis Papua. Mentoring is coaching in the form of small groups that are carried out regularly every week continuously. Each group consists of 3-10 people managed by a builder called a mentor. Usually the mentors are people who have experience and are older in terms of age. Interactions that occur in groups are in the form of discussions about things that add spiritual insight and emotional approaches.

Mentoring is carried out outside of regular school hours. This is done so that the situation is not too formal and makes the interaction that occurs more open, both between the builder and the participant and fellow participants (Herrera, Vang, & Gale, 2002; Kamarudin, Kamarudin, Darmi, & Saad, 2020). Students who attend mentoring can better integrate the learning they get in school with the outside world. In mentoring there is a process of learning and teaching (Leake, 2011). Ideally mentoring activities not only focus on how people give face-to-face advice but also how people listen to advice. That way it will create an atmosphere of mutual learning that will give change in a better direction (Kumaravadevelu, 1991). From here someone who did not know at all became understanding, not even closed the possibility of becoming an expert in his field. The development of information and communication technology today is also not closed the possibility of a mentoring participant knows more than a mentor or mentor. This is the hallmark of mentoring itself, mentors act as group facilitators to develop the process of knowledge transfer (transfer of knowledge) and value transfer (transfer of value). Transfer here is not in the sense of the guide as the transfer but the process of aligning each other. There are several stages of mentoring in school, namely the stage of formation, growth stage, maturation level, and expansion stage (Herrera et al., 2002; Kamarudin et al., 2020; Leake, 2011; Stead, 2005).

Research studies on mentoring models were conducted by several researchers. Stead (2005) explores the mentoring model and the values contained in it for leadership needs. In addition, she also explores the potential of mentoring models that have the potential to be developed in the field of leadership. Kamarudin et al. (2020) also reviewed the mentoring model of the review, namely the mentoring model has an important role in coaching and mentoring. In addition, he also suggested that mentors and mentees understand these theories and models in order to be implemented to improve their quality.

In pre-observation, researchers observed that the model used by lecturers so far is still very conventional. Lecturers teach language variation with a lecture model; explain the material, give examples, and finally students are given assignments. It appears that students do not understand the material because the learning model applied is less motivating and does not involve students actively in learning. These problems can be solved using the mentoring model. Mentoring is a valuable model that can provide numerous advantages for both the mentor and mentee. Here are some of the benefits of mentoring: Knowledge sharing: Mentors can share their knowledge and experience with the mentee, which can help the mentee to gain insights, skills, and expertise. This knowledge transfer can help the mentee to develop their professional skills and achieve their goals. Networking: Mentors can introduce the mentee to their professional network, which can help the mentee to expand their contacts and career opportunities. Personal and professional development: Mentors can help the mentee to identify their strengths and weaknesses and provide guidance on how to

improve them. This can lead to personal and professional growth. Increased confidence: Mentors can provide encouragement and support to the mentee, which can help them to build their confidence and self-esteem. Career advancement: Mentors can provide guidance and advice on how to advance in a specific career or industry. They can also help the mentee to identify opportunities for career growth. Improved retention: Mentoring can help to improve employee retention rates by providing employees with support and guidance. Leadership development: Mentoring can help to develop leadership skills in the mentee, which can benefit both the mentee and the organization as a whole. Overall, mentoring can be a highly effective model for personal and professional development, career advancement, and building strong professional relationships.

Based on the background, the purpose of this research is to find out whether the use of foster brother learning methods can improve the ability to understand the language variations of the EFL Learners in Universitas Yapis Papua

## METHODS

The research methods used in this study are quantitative as suggested by (Creswell & Clark, 2010). This study uses experimental design. An experiment is a research design that aims to explain and predict what will happen to a variable when given a certain treatment on another variable. The type used in this study is the One-Group Pretest-Posttest Design type of research. The design of this study contained a group given treatment (treatment) and then observed the results (treatment is as an independent variable and the result is as a dependent variable). In this experiment the subjects were presented with some type of treatment and then measured the results. In this design there is a pretest before being treated. Thus the results of treatment can be known more accurately, because it can compare with the circumstances before being given treatment (Creswell, 2012). A total of 30 sixth semester EFL Learners in Universitas Yapis Papua as samples. Tests are used to measure intelligence, knowledge and skills and talents possessed by individuals / groups presented in the form of questions or exercises. The data collection procedure are pre-test, treatment, and post-test. *Pre-test* is performed before implying the mentoring model. In this case the researchers asked the students to answer the test individually. Then the researchers shared a test consisting of 20 questions and students collected a pre-test after working on it. *Treatment*, after pre-testing, teaching is given to students. This was done in 24 meetings. *Post-test*, after providing the implementation, the researcher provides a post-test. Researchers provided a post-test that aimed to find out the difference after being given the teaching. Post-test is done after implementation is done. The form of the post test is the same as the pre-test. Techniques for analyzing data using SPSS 26.

## RESULTS AND DISCUSSION

The purpose of this study is to find out whether the use of mentoring model learning strategies can improve the ability to understand language variations for the sixth semester EFL Learners in Universitas Yapis Papua. To achieve this goal, researchers collect data through three procedures, namely Pre-Test, Treatment, and Post-test. Pre-test was conducted before implying a mentoring model to teach a variety of languages for sixth semester EFL Learners in Universitas Yapis Papua. In this stage, researchers asked the children to answer the tests individually. Then the researchers shared a test consisting of 20 questions and students collected a pre-test after working on it.

After pre-testing, teaching is given to students. This was done in 24 meetings. After providing the implementation, the researcher provides a post-test. Researchers provided a post-test that aimed to find out the difference after being given the teaching. Post-tests are conducted after implementation is carried out. The form of post-test is the same as pre-test. The technique analyzes data using SPSS version 26.

Before the researcher presents the results of calculations through SPSS version 26, the researcher first presents tabulation of pre-test and post-test results data for 30 respondents, as follows:

**Table 1: Tabulate pre-test and post-test results data**

<b>Students serial number</b>	<b>Pre-test</b>	<b>Post-test</b>
1	62	77
2	71	82
3	63	78
4	65	80
5	70	80
6	71	79
7	73	85
8	70	89
9	69	78
10	68	88
11	67	79
12	72	82
13	70	86
14	74	92
15	77	93
16	78	89
17	73	80
18	71	83
19	65	78
20	66	79
21	70	87
22	73	93
23	70	80
24	71	79
25	72	81
26	74	82
27	77	87
28	75	84
29	76	88
30	74	86
<b>Total</b>	<b>2127</b>	<b>2504</b>

Here is a description of the results of the sixth semester EFL Learners' ability in understanding language variation at the pre-test stage:

**Table 2: Description of the sixth semester EFL Learners' ability in understanding language variation on pre-test**

Score range	Score classification	Number of students	Percentage
85-100	Excellent	0	0%
71-84	Very good	17	57%
60-70	Good	13	43%
40-59	Low	0	0%
0-39	Failed	0	0%
		N=30	100%

Based on the table 2 data mentioned above, there are as many as 17 or 57% of children who score with very good calcification, 13 or 43% of children or score with the Good classification, and no child who scores with the classification of Excellent, Low and Fail.

Reviewing the results of the sixth semester EFL Learners' ability in understanding language variation, the results were certainly far from expected. Supposedly, these children can have the ability to understand and use language variations because they are part of their own culture. On the other hand, indeed in accordance with the background of this research, the use of special language variations is limited in use, not all societies understand well the meaning and use only in the context of certain customary activities. Thus, based on the results of the pre-test mentioned above, researchers continued this research by teaching language variations by applying mentoring model learning strategies at the treatment (teaching) stage. At the treatment (teaching) stage, researchers entered several stages of mentoring implementation for sixth semester EFL Learners in Universitas Yapis Papua, namely the formation stage, growth stage, maturation stage, and expansion stage(Herrera et al., 2002; Kamarudin et al., 2020; Leake, 2011; Stead, 2005).

At the formation stage, recruitment is carried out as a participant by teachers who are given responsibility by the school. At this stage it is prioritized in the highest class. This number of students selected as many as 200 students. In one group it was not mixed between men and women. For male mentoring his mentor is also a male teacher, and vice versa. After that each mentoring group makes a schedule agreement with the mentor for their next regular meeting. The selected mentors are equipped with knowledge and knowledge about the variety of languages. In addition, mentoring techniques and basics are applied in this stage.

In the growth stage, students who have participated in mentoring with the permission of their mentors are allowed to form a new group. Usually in granting permission a mentor will consider matters related to understanding, communication and knowledge possessed. The maturation stage of all students has followed mentoring. This stage refers to the maturity and competence that must be possessed by students who have followed mentoring. The mentors were asked to conduct a simulation teaching about language variations. At this stage, mentoring is evaluated and monitored. The intensity and continuity of mentoring is also a major highlight of mentoring managers in schools. Meanwhile, students began to be guided directly so that there was a change in the knowledge, skills and attitudes of participants. The learning process was held as many as 24 meetings and discussed the variety of languages for sixth semester EFL Learners in Universitas Yapis Papua.

Finally, at the expansion stage means developing mentoring in a family environment, community or other school that has not netted mentoring. Each student will pray that this kind of learning arises in all aspects of life, because by itself the educational climate will be based in the

community because of the principle of reminding each other and motivating in doing positive things.

Thus, awareness of the importance of maintaining culture, especially the variety of languages, can remain sustainable and not eroded by culture in this case other languages. After the treatment stage (teaching) was completed as many as 24 meetings, then sixth semester EFL Learners in Universitas Yapis Papua were tested for their ability in understanding language variations. Here is a description of the results of children's scores of the sixth semester EFL Learners in Universitas Yapis Papua About their ability to understand language variations at the post-test stage:

**Table 3: Description of the sixth semester EFL Learners' ability in understanding language variation on post-test**

Score range	Score classification	Number of students	Percentage
85-100	Excellent	11	37%
71-84	Very good	19	63%
60-70	Good	0	0%
40-59	Low	0	0%
0-39	Failed	0	0%
		N=30	100%

Based on table 3 data mentioned above, there are as many as 11 or 37% of children who score with excellent calcification, 19 or 63% of children who score with Very good calcification, and no child who gets a score with the Good, Low, and Failed classification.

By referring to the results of learners' scores of the sixth semester EFL Learners in Universitas Yapis Papua about their ability to understand language variations, it has been seen changes in terms of their cognitive. Previously, at the pre-test stage there were no children who obtained scores with the excellent classification, at the post-test stage, there were already as many as 11 or 37% who achieved Excellent. Likewise, at the pre-test stage there are still 13 children or 43% who get the good score classification and in the post-test no one has obtained a Good score because it increases to very good and excellent. The study further tested the research hypothesis and for this stage, the researcher presented the results of the data analysis calculation through SPSS as follows:

From the analysis of data obtained that the use of mentoring model learning strategies can improve the ability to understand language variations for the sixth semester EFL Learners in Universitas Yapis Papua. The average grade of students at the pre-test stage is 70, 9000, post-test= 83, 4667 and pre-test deviation standard = 4, 06287 and post-test = 4, 80469. The standard error of mean pre-test is 0, 74177 and post-test is 0, 87721.

Decision making in this study can be done based on a comparison between t-count and t-table. Based on the comparison between  $t_{\text{-test}}$  and  $t_{\text{-table}}$ , if:  $- t_{\text{-table}} \leq t_{\text{-test}} \leq t_{\text{-table}} (\alpha/2)$ , then  $H_0$  is accepted. The t-test value obtained from the Paired Sample Test table of = 18,365, the value of the  $t_{\text{table}} = 2.05$ . Comparing t-count and t-table, it turns out that  $t_{\text{-test}} = 18,365 > t_{\text{-table}} (\alpha/2) = 2.05$ , then  $H_0$  is rejected and  $H_1$  is accepted.

Thus it can be said that the use of mentoring model learning strategies can improve the ability to understand language variations for the sixth semester EFL Learners in Universitas Yapis Papua.

## CONCLUSION

Based on finding and discussion, this research can be concluded that the use of mentoring model learning strategies can improve the ability to understand language variations for sixth semester EFL Learners in Universitas Yapis Papua. This is proven, previously, at the pre-test stage there were no children who obtained scores with the excellent classification, at the post-test stage, there were already as many as 11 or 37% who achieved Excellent. Likewise, at the pre-test stage there are still 13 children or 43% who get the good score classification and in the post-test no one has obtained a Good score because it increases to very good and excellent. And Based on the comparison between  $t_{\text{test}}$  and  $t_{\text{table}}$ , if:  $-t_{\text{table}} \leq t_{\text{test}} \leq t_{\text{table}} (\alpha/2)$ , then  $H(0)$  is accepted. The t-test value obtained from the Paired Sample Test table of = 18,365, the value of the  $t_{\text{table}} = 2.05$ . Comparing t-count and t-table, it turns out that  $t_{\text{test}} = 18,365 > t_{\text{table}} (\alpha/2) = 2.05$ , then  $H(0)$  is rejected and  $H(1)$  is accepted.

This research has implications for language teaching, especially language variations by applying the mentoring model. Next researchers are advised to conduct qualitative research to observe the changes that occur in learners in the application of mentoring models so that these changes can be seen in more detail on the affective, behavioral, and cognitive aspects of students.

## REFERENCES

- Abdi, M. I. (2018). The implementation of character education in Kalimantan, indonesia: Multi site studies. *Jurnal Dinamika Ilmu*, 18(2), 305–321. doi: 10.21093/di.v18i2.1289
- Adams, K. M., & College, B. (1993). The discourse of souls in tana toraja (Indonesia): Indigenous notions and christian conceptions. *Ethnology*, 32(1), 55-68.
- Adi, F. P. (2020). Arah pendidikan karakter pancasila era pandemi covid 19. *Jurnal Ilmiah Pendidikan*, 6(4), 175–180.
- Asis, A. (2018). Penggunaan gaya bahasa dalam sastra lisan toraja. *Pangadereng*, 4(2), 437-445. doi: 10.36869/pjhpish.v4i2.62
- Calin, S. (2005). Puterea limbajului/ The Power of Language. *Journal for the Study of Religions and Ideologies*.
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson Education, Inc.
- Creswell, J. W., & Clark, P., V.L. . (2010). *Designing and conducting mixed methods research* (second ed.). Thousand Oaks, CA: Sage.
- Daga, A. T. (2020). Perbandingan pendidikan karakter dalam kurikulum sekolah dasar di Malaysia , India dan Indonesia. *Jurnal Edukasi Sumba (JES)*, 4(1), 1–8.
- Eppang, M., Sumaidi, A., Bungin, S., & Tiranda, L. (1990). *Passomba tedong: Upacara keselamatan masyarakat toraja*. Jakarta: Departemen pendidikan dan kebudayaan, Direktorat jenderal kebudayaan, Direktorat sejarah dan nilai tradisional.
- Fairclough, N. (2013). *Language and power* (second ed.). New York: Routledge.
- Fowler, R., Hodge, B., Kress, G., & Trew, T. (1979). *Language and Control*. London: Routledge & Kegan Paul.
- Gardner, R. C. (1985). *Social psychology and language learning: The role of attitudes and motivation*. London: Edward Arnold
- Girik Allo, M. D. (2018). Intercultural Communication in EFL Classrooms. *Ethical Lingua: Journal of Language Teaching and Literature*, 5(2), 159-170. doi: 10.30605/ethicallingua.v5i2.1036
- Guntara, F., Fatchan, A., & Ruja, I. N. (2016). Kajian sosial-budaya rambu solo' dalam pembentukan karakter peserta didik. *Jurnal pendidikan: Teori, penelitian, dan pengembangan*, 1(2), 154-158.
- Herrera, C., Vang, Z., & Gale, L. Y. (2002). *Group mentoring: A study of mentoring groups in three programs*. Philadelphia, PA: Public/Private Ventures.
- Hidayat, O. S. (2020). *Pendidikan karakter anak sesuai pembelajaran abad ke-21*. Jakarta: Edura UNJ.

- Kamarudin, M. b., Kamarudin, A. Y. b., Darmi, R. b., & Saad, N. S. b. M. (2020). A Review of Coaching and Mentoring Theories and Models. *International Journal of Academic Research in Progressive Education and Development*, 9(2). doi: 10.6007/IJARPED/v9-i2/7302
- Kumaravadivelu, B. (1991). Language learning tasks: Teacher intention and learner interpretation. *ELT Journal*, 45(2), 98-102. doi: <http://dx.doi.org/10.1093/elt/45.2.98>
- Leake, D., Burgstahler, S. & Izzo, M. (2011). Promoting Transition Success for Culturally and Linguistically Diverse Students with Disabilities: The Value of Mentoring. *Creative Education*, 2, 121-129. doi: 10.4236/ce.2011.22017
- Newcomb, T. M., Turner, R. H., & Converse, P. E. (1965). *Social psychology: The study of human interaction*. New York: Holt, Rinehart and Winston.
- Rahmayanti, R. D., Yarno, & Hermoy, R. P. (2021). Pendidikan karakter dalam filmanimasi Riko The Seriesproduksi garis sepuluh. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 7(1), 157-172. doi: 10.22219/kembara.v7i1.15139
- Santosa, A. B., Basuki, Y., & Puspita, A. M. I. (2019). The effectiveness of local wisdom-based teaching materials in enhancing creative writing skills of elementary school students. *JELTL (Journal of English Language Teaching and Linguistics)*, 4(3), 349-359.
- Setiawan, A. (2021). Pendidikan karakter pada peserta didik di masa pandemi covid-19 berbasis keluarga. *Jurnal Ilmiah Mandala Education*, 7(1). doi: 10.36312/JIME.V7I1.1795
- Sikki, M., Sande, J., S., Hakim, Z., Mattalitti, A., M. , Manangi, M., W. M., & Liling, L., Martha. (1986). *Struktur sastra lisan Toraja*. Jakarta: Depdikbud.
- Stead, V. (2005). Mentoring: a model for leadership development? *International Journal of Training and Development*, 9(3), 170-184. doi: 10.1111/j.1468-2419.2005.00232.x
- Sudarsi, E. T., Taula'bi, N., & Girik Allo, M. D. (2019). Filosofi tallu lolona dalam himne passomba tedong (Etnografi kearifan lokal toraja). *Sawerigading*, 25(2), 61—73.
- Suharjana. (2012). Kebiasaan berperilaku hidup sehat dan nilai-nilai pendidikan karakter. *Jurnal Pendidikan Karakter*(2), 189-201. doi: 10.21831/jpk.v0i2.1303.
- Wray, A., Trott, K. , & Bloomer, A. (1998). *Projects in linguistics: A practical guide to researching language*. London: Arnold.