



**DEVELOPING A MODEL OF ENGLISH TRAINING
COURSE PROGRAM TO ENHANCE BILINGUAL
PRIMARY SCHOOL TEACHERS' COMMUNICATIVE
COMPETENCE**

DISSERTATION

**Submitted as a part of the requirements for the doctorate degree in
English Language Education**

by

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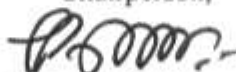
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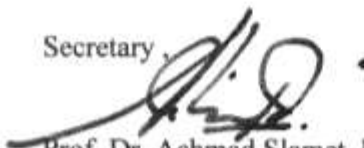
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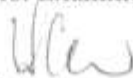
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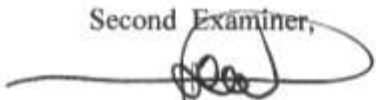
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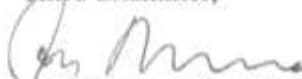
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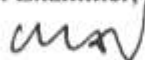
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STATEMENT OF ORIGINALITY

I hereby declare that this dissertation is definitely my own work. I am completely responsible for the content of this dissertation. To the best of my knowledge and belief, this thesis contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgment is made in the text of the dissertation.

Semarang, 2017

Henry Hartono

MOTTO AND DEDICATION

Motto:

The proposed model of English training course program is effective to enhance teachers' communicative competence.

Dedication:

- The English Language Education, Pascasarjana Universitas Negeri Semarang
- The English Department, Faculty of Language and Arts, Soegijapranata Catholic University

ABSTRACT

Hartono, Heny, 2017. Developing A Model of English Training Course Program to Enhance Bilingual Primary School Teachers' Communicative Competence. Dissertation. English Language Education. Doctorate Program, Pasacasarjana. Universitas Negeri Semarang. Promoter: Prof. Mursid Saleh, M.A., Ph.D., Co-Promoter: Prof. Dr. Warsono, Dip.TEFL, M.A., Member: Dr. Dwi Anggani LB, M.Pd

Key words : Communicative Competence, English training course, Bilingual Primary School Teachers

The existence of bilingual programs which use English as the main language of instruction is meant to prepare the next generation to be global citizens. However, there is a gap between the great expectation and the reality because not all teachers who are supposed to be the role model are communicatively competent in English. Hence, teachers need professional training to enhance their communicative competence.

This educational research and development study aimed to examine the existing English training courses for teachers and make an inventory of what the primary bilingual school teachers needed to develop their communicative competence. Further, a model of English training to enhance teachers' communicative competence was developed and field-tested to see if this model was effective to enhance teachers' communicative competence. Both qualitative and quantitative methods were applied in analyzing the data. This study involved 56 teachers and 5 school principals from five private primary schools in Semarang, Central Java which run bilingual programs.

The results of the study showed that the schools did not continually hold English trainings to enhance the teachers' communicative competence. The existing trainings included trainings on teaching techniques, how to teach in English, and how to use certain text books. Meanwhile, the assessments used by the schools were TOEFL, micro teaching, interview, and translation. From the needs analysis, it was found out that teachers needed comprehensive and continuous trainings which did not only focus on linguistic system but also other aspects of communicative competence. The model of the English training was developed on the base of communicative competence with all the components of training such as the course description, objectives, syllabus, and the assessment. The communicative competence assessment was adopted from Pillar (2011)'s framework of communicative competence and combined with the model of Celce-Murcia (2007)'s communicative competence. The results of the T-test in the field-testing phase showed that the English training was effective to improve teachers' communicative competence.

ABSTRAK

Hartono, Heny, 2017. *Developing A Model of English Training Course Program to Enhance Bilingual Primary School Teachers' Communicative Competence*. Disertasi. Program Studi Pendidikan Bahasa Inggris. Program Doktor. Universitas Negeri Semarang. Promotor : Prof. Mursid Saleh, M.A., Ph.D., Co-Promoter: Prof. Dr. Warsono, Dip.TEFL, M.A., Anggota : Dr. Dwi Anggani LB, M.Pd

Key words : Communicative Competence, English training course, Bilingual Primary School Teachers

Keberadaan program dwi bahasa yang menggunakan bahasa Inggris sebagai bahasa pengantar dimaksudkan untuk menyiapkan generasi yang akan datang untuk menjadi warga negara global. Akan tetapi, ada suatu kesenjangan antara harapan yang besar tersebut dengan kenyataan sebab tidak semua guru yang seharusnya menjadi *role model* memiliki kompetensi berbahasa Inggris yang tinggi. Oleh karena itu, para guru membutuhkan training professional untuk meningkatkan kemampuan berbahasa Inggris mereka.

Penelitian pengembangan pendidikan ini bertujuan untuk mengkaji training bahasa Inggris untuk guru yang sudah ada dan menginventaris apa yang dibutuhkan oleh guru-guru pengajar program dwi bahasa untuk mengembangkan kemampuan mereka dalam berkomunikasi dengan bahasa Inggris. Lebih jauh, sebuah model training dikembangkan dan diuji untuk melihat apakah model ini efektif untuk meningkatkan kemampuan berkomunikasi. Metode kuantitatif dan kualitatif diterapkan dalam menganalisa data. Penelitian ini melibatkan 56 guru dan 5 kepala sekolah dari 5 sekolah dasar swasta di Semarang, Jawa Tengah yang memiliki program dwi bahasa.

Hasil penelitian menunjukkan bahwa sekolah-sekolah dalam penelitian ini tidak secara kontinyu menyelenggarakan training bahasa Inggris untuk meningkatkan kemampuan berkomunikasi. Training yang selama ini ada antara lain training tentang teknik mengajar, bagaimana mengajar dalam bahasa Inggris, dan bagaimana menggunakan buku ajar tertentu. Sementara itu, evaluasi yang digunakan oleh sekolah adalah TOEFL, *micro teaching*, wawancara, dan terjemahan. Dari hasil *needs analysis*, ditemukan bahwa para guru membutuhkan training yang komprehensif dan berkelanjutan, yang tidak hanya berfokus pada sistem linguistik tetapi juga pada aspek-aspek kompetensi berbahasa yang lain. Model training bahasa Inggris dikembangkan atas dasar model kompetensi berbahasa dengan semua komponen training seperti deskripsi training, tujuan, silabus, dan evaluasi. Alat evaluasi kompetensi berbahasa Inggris ini diadopsi dari kerangka kompetensi berbahasa (2011) yang dikombinasikan dengan model kompetensi berbahasa dari Celce-Murcia (2007). Hasil uji T-test di tahap uji lapangan menunjukkan bahwa training bahasa Inggris ini efektif untuk meningkatkan kompetensi berbahasa guru.

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All praise is to the almighty God. His grace and mercy has enabled the writer to finish her dissertation entitled “Developing a Model of English Training Course Program for Communicative Competence Enhancement of Bilingual Primary School Teachers”. The dissertation was written as one of the requirements to pursue the doctoral degree of English Language Education Program at the Doctoral Program of Semarang State University.

The writer would like to extend her deepest appreciation to the board of promoters. Her sincere gratitude goes to Prof. Mursid Saleh, MA, Ph.D (promoter), Prof. Dr. Warsono, Dip.TEFL, MA (Co-promoter), and Dr. Dwi Anggani LB, MPd (Member), whose guidance, critical input, and advice have always encouraged the writer to do her best and finish her dissertation writing.

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The writer realizes that her dissertation is still far from being perfect. Therefore, she invites any criticism and input for the betterment of this dissertation. She hopes the results of this research can give significant contribution to the field of education in Indonesia.

Semarang, May 2017

Henry Hartono

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CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, the identification of the problems, the scope of the study, the problem formulation, the research objectives, the significance of the study, the specification of the product, the limitations of the study, and the definition of key terms.

1.1 Background of the Study

As a global language, English has been taught as a foreign language in many countries around the world. In fact, it has been the language most widely taught as a foreign language in more than 100 countries in the world (Crystal, 2003) including in Indonesia. The teaching of English in Indonesia has started since the Dutch colonization more than a century ago. After passing through decades, the curriculum of English teaching in Indonesia has changed several times from the grammar-translation until the meaning-based communicative curriculum (Paksira, 2009). The curriculum changes reflect the needs of English not only as a school subject but also as a means of communication.

With the fast growing of English as lingua franca, English has been used as the main language in academic and non-academic books, newspaper, science, technology, music, movies, and advertising. It has been used as an official

language or semi-official language in over than 60 countries of all six continents. The number of people who are able to speak English is also increasing in the last few decades (Crystal, 2003, pp.60-71). Therefore, it is not surprising if the number of children learning English as an additional language is significantly increasing. There is also another interesting fact that there is a shift taking place in the number of English users as the first language. In 1960s, the most English users were detected as the first language speakers but now there are more people speaking English as a second language and even there are many more speaking it as a foreign language (Crystal, 2003).

In Indonesia, English is used as a foreign language. It is not used as the official language but it is the foreign language mainly taught and learnt at schools. Despite its position as a foreign language, the number of Indonesian people including children and adults who study or learn English as a foreign language is also increasing. It is supported by a recent report from *Himpunan Pengusaha Kursus Indonesia (HIPKI* or the Indonesian Courses Association, 2004, cited in Mantiri, 2004), which shows that there are about twenty-five thousands registered courses in Indonesia and half of these courses are English courses with various levels from the basic to the most advanced level. The English courses are informal educational institutions which aim to provide educational services to those who are interested in learning English or need assistance with their English at school. Hence, those who join the English courses can be adults, teenagers, or children.

Meanwhile, within formal educational institutions, English has been taught as a school subject in Indonesia for fifty years or so. English is one of the

compulsory subjects in junior and senior high schools. English is also one of the subjects in the National Exams of high schools.

For elementary schools, English is not a compulsory subject. However, since 1992 elementary schools can teach and introduce English to young learners as a local content subject. It is stated in the Decree of the Ministry of Education and Culture Number 0487/4/1992, Chapter VIII which allows schools to add some other basic subjects in the curriculum, as long as the lessons are not against the national education goals. Then, the policy has been followed by the Decree of the Ministry of Education and Culture Number 060/U/1993 dated February 25, 1993 which opens the possibility of having English as a local content subject in the elementary school curriculum starting from the 4th grade (Sikki, Rahman, Hamra, Noni, 2013).

The reformation era in Indonesia has encouraged schools to modify its curriculum (Arlini, 2011). It is the educational reformation which encourages schools, especially the private ones to modify their curriculum by adding or combining the national curriculum with international curriculum or curriculum from other countries. Besides, the annulment of international standard school (RSBI) in 2013 by the Indonesian Constitutional Court (*Mahkamah Konstitusi*) was only for public schools which were funded by the government, not for the private schools. This condition has encouraged the private educational institutions to open bilingual or multilingual school programs. Mostly, one of the languages used as the instructional language in the bilingual program is English.

The use of English as the language of instruction has been one of the main attractions for parents to send their children to such schools with an expectation that their children will master and have high proficiency in English. It is in accordance with the theory of critical period hypothesis (Ellis, 1994) which says that there is a critical period for language acquisition, usually set at puberty, and after which learners find it difficult if not impossible to acquire a second language at native-like levels of proficiency. In the writer's previous study (Hartono, 2013) about parents' beliefs and expectations to send their children to English speaking schools, the writer found that most parents send their children to schools which use English as the delivery language because they want their children to be fluent in English. Although none of the parents admitted that they send their children to such schools for prestige, it cannot be denied that the ability to understand and use English theoretically and in practice is considered as prestige.

The flourishing of bilingual schools especially in big cities in Indonesia raises a question of the readiness of the school to give its best educational services through the facilities, curriculum, teaching materials, and its human resource. A concern needs to be given to the quality and the quality maintenance of the teachers as the main human resource. With his "input hypothesis", Stephen Krashen, 1982) proposes that the success of second language acquisition is much determined by the quality of the input that the learners receive. By this theory, the role of bilingual programs teachers to provide comprehensible input for students is significant. Hence, teachers' communicative competence to enhance classroom discourse should be given attention.

Communicative competence is defined as communicative language ability which includes language proficiency and communicative proficiency (Bachman, 1990). Language proficiency refers to the ability to use the language. Meanwhile, communicative proficiency refers to the knowledge and strategies possessed by the speakers to apply the language proficiency appropriately according to the contexts and situations. It is also in accordance with Celce-Murcia (2007) who defines communicative competence as the ability to use language appropriately according to the setting, social relationships, and communicative purposes.

In the context of second language learning and teaching, communicative competence is more applied to non-native competence (Llurda, 2000). For non-native teachers who teach in English, communicative competence which consists of structural knowledge about the language and the skills needed to put the knowledge into practice is very important. Considering the position of English as a foreign language in Indonesia, teachers' communicative competences become very crucial because teachers will be the main source of knowledge about the language and the model of the language use.

Within the framework of teaching profession in Indonesia, teachers are professional educators who are supposed to have an academic qualification, competencies, teaching certificate, physically and spiritually healthy, and the ability to realize the national education goals (The Laws of the Republic Indonesia Number 14, 2005 chapter 8 known as The Teacher Law). The competencies mentioned in chapter 8 of The Teacher Law are further explained in chapter 10. The competencies refer to four standard competencies which include the

pedagogic competency, personal competency, social competency, and professional competency. Those competencies then become the core of the teacher's competencies.

Pedagogic competencies are the ability to understand the learners. According to the attachment of the rules of the national education ministry number 16, 2007, the components of pedagogic competencies include the ability to understand the characteristic of learners from physical, moral, sociocultural, emotional, and intellectual point of view; the ability to understand the learning designs and practices, assessment, and the ability to facilitate learners to develop and actualize all of their potentials.

Personal competencies are competencies which reflect stable, mature, and wise personality who can be the role model for the learners. Social competencies are the teachers' ability to communicate and socialize effectively with the learners, educational staff, parents, and society. Professional competencies are the wide and deep mastery of teaching materials, curriculum, knowledge within the field of the study, and the structure and methods of the knowledge.

Along with the advancement in all aspects of life, the development of information and technology as well as the highly increased demands of the society, teachers need to develop their professionalism and competencies. However, because of certain conditions, teachers are different in their competencies. Related to this matter, the government of the Republic of Indonesia, with the Rules of the Ministry of National Education Number 12, 2012 determines an assessment to know the level of teachers' competencies and to

professionally develop the teachers. Therefore, to map teachers' competencies within cognitive domain (pedagogic and professionalism), the government holds *Uji Kompetensi Guru* (Teacher's Competencies Assessment). The assessment is for both certified and non-certified teachers who meet the requirements (regulated by the Rules of the Ministry of National Education Number 12, 2012). Pedagogic competencies are broken down into these following:

- Recognize the characteristics and potential of the learners
- Master the effective learning theories and practices
- Master curriculum design and development
- Master the effective learning steps
- Master the system, mechanism, and procedures of assessment

Meanwhile, the professional competencies include the ability to:

- master the material, structure, concept, and the characteristics of the knowledge field which support the subjects that the teachers teach
- master the methodology of the knowledge
- master the nature of teacher profession

The Teacher Competencies Assessment (UKG) has been regularly held every year since 2012. The UKG requires teachers to get the minimum score of 5.5. Those who get lower scores should follow professional trainings. The result of the last UKG in 2015 shows that half of the participants got less than 5.5. The national average score was 53.02 (Warta Bahasa, 2016). Hence, professional trainings need to be conducted both through face to face and online trainings.

Apart from the reward and punishment which follow the results of the assessment, especially for teachers of private schools which run bilingual programs, teachers' communicative competence should be given attention. Examining the nature of UKG and the samples of questions in the assessment, another design of assessment to measure teachers' communicative competence in another language, especially in English, the foreign language mostly used in bilingual program in Indonesia, is worth considering. Following the communicative competence assessment, appropriate professional trainings for teachers are also necessary to be held.

1.2 Identification of the Problem

There is a gap between what is expected from teachers who teach at bilingual schools and the reality in the field. Regarding the teachers' communicative competence in English, the writer found some problems. Based on the results of the writer's observation, not all teachers at bilingual schools (programs) under this study have high communicative competence. Some of the reasons are as follows:

- (1) there are some teachers who are experienced in teaching English but do not master the subject matters. Commonly, these teachers are English department or English Education program graduates.
- (2) there are some teachers who master the subject matters but they have very little or no experiences of teaching in English. It is due to the fact that English is a foreign language in Indonesia.

(3) schools do not provide continuous trainings to improve teachers' communicative competence.

In relation with the last point above, one of the reasons why schools do not provide continuous trainings to improve teachers' communicative competence is because the schools do not know exactly the level of teachers' communicative competence. This may happen because some of the schools, especially the private ones, offer the bilingual program as companion to the regular program and the teachers who teach at the bilingual program are some of those regular teachers who "can" speak English or those whose subjects are taught in English.

From the writer's interview with some teachers of bilingual schools in Semarang, the capital city of Central Java, the writer found that some of the teachers received short trainings of how to teach in English before the schools offered bilingual program. In other words, those teachers were involved in the preparation of the program. Meanwhile, some others who joined the established bilingual schools admitted that they had to undergo several tests including micro teaching in English during the process of recruitment. The kinds of test were varied such as TOEFL test, English interview, and translation test. Basically, the tests were to measure teachers' English language proficiency but they did not really measure teachers' communicative proficiency. Once they had been accepted as teaching staff, assessment and development of teachers' communicative competence were not really given priority.

Before conducting the main research, the writer also interviewed parents to list parents' expectations in sending their children to bilingual program. From

these pre-research activities, the writer found that generally parents had great expectations towards schools and teachers in helping their children to be bilingual. Considering the great expectation of parents to make their children bilingual by sending them to schools which use English as the delivery language, bilingual schools need to give more concern on the quality maintenance of the teachers through professional development trainings.

One of the most crucial trainings for the teachers is English training to improve and develop teachers' communicative competence. Besides, the annulment of international standard schools in Indonesia opens more opportunities for both schools and parents to have bilingual schools as a choice to have English as one of the instructional languages used at schools. Therefore, schools need to prepare and have training program to develop teachers' communicative competence. The starting point to plan, design and decide the most appropriate trainings or other programs to develop the teachers' communicative competence is knowing the current level of their communicative competence. Therefore, an assessment tool needs to be designed to measure the teacher's communicative competence level. In further steps, the results of the assessment can be used to set up an English training course for communicative competence development.

The points outlined above have encouraged the writer to propose a research and development study entitled: "Developing A Model of English Training Course Program to Enhance Bilingual Primary School Teachers' Communicative Competence". The study will cover the inquiry of the bilingual school teachers'

needs of communicative competence development and a proposed model of English training course as a part of teacher professional development. The writer expects the results and product of this study which will take form as a model of communicative competence assessment tool and curriculum design for teacher training may contribute some input to maintain and improve the quality of teachers who teach in English at bilingual schools. In wider scope, the scheme of the English training course proposed can be used as companion to the other professional trainings held by the government or the schools.

1.3 Scope of the Study

This study was focused on the investigation of the features of English training course employed by the schools, the strengths and weaknesses of the existing courses. This study also proposed a model of English training course for teachers of bilingual primary schools which included the assessment tools to determine the level of teachers' communicative competence and the design of English training course for teachers' professional development. This study was focused on the English training course for communicative competence development of bilingual school teachers in Semarang, Central Java, Indonesia. The study was limited on the spoken classroom language used by teachers.

1.4 Problem Formulation

This research and developmental study is based on these following research questions:

a. Exploratory Phase:

1. What are the common features of the existing English training course held by schools to develop teachers' communicative competence?
2. What are the strengths and weaknesses of the existing training course?
3. What do the teachers need to improve their communicative competence?
4. What needs are not covered by the existing training courses ?

b. Model Development Phase:

5. What features of English training course should be considered to develop a model of communicative competence training for teachers?
6. How is the model developed?

c. Model Field-Testing Phase:

7. How effective is the proposed model of English training course to develop teachers' communicative competence?

1.5 Objectives of the Study

This study aims to achieve these following objectives:

a. Exploratory Phase:

1. To analyze the common features of the existing English training course held by schools to develop teachers' communicative competence.
2. To examine the strength and weaknesses of the existing English training course held by schools to develop teachers' communicative competence.
3. To analyze the teachers' needs to develop their communicative competence.
4. To evaluate the needs which are not covered by the existing training course.

b. Model Development Phase

5. To design a model of English training course for communicative competence development of bilingual school teachers
6. To develop the model of English training course for communicative competence development of bilingual school teachers

c. Model Field Testing Phase

7. To evaluate the effectiveness of the proposed English training course to improve teachers' communicative competence.

1.6 Significance of the Study

There are several benefits that can be taken from this study. Below are the benefits of the study seen from theoretical, practical, and pedagogical views.

- a. Theoretically, it is to confirm that communicative competence is very important for teachers who teach other subjects in English. More than teachers of regular classes, teachers of bilingual or immersion program must have both language proficiency and communicative proficiency. Communicative competence with its six aspects of competencies (linguistic, sociocultural, strategic, formulaic, discourse, and interactional) helps teachers to be effective teachers. Teachers who are communicatively competent will provide comprehensible input for students. The comprehensible input is important for students' second language acquisition.

- b. Practically, the model of English training course developed in this study can be used by bilingual schools or immersion program to enhance teachers' communicative competence. The training course can serve as teachers' professional development. Besides, the communicative competence assessment tool developed in this study is useful to map teachers' communicative competence level and it can also be used in the teacher recruitment process.
- c. Pedagogically, this study will suggest some basic things needed to better the concept and form of future international standard schools in Indonesia which includes the preparation of sources and resources as well as professional development.

1.7 Specification of the Product

The product of this study is a model of English training course for teachers of primary bilingual program. The model includes:

- English training design which consists of course description, course objectives, syllabus, and the communicative competence assessment (CCA).
- Communicative competence assessment (CCA) consists of three sets of assessment tools: the self-reflection assessment, receptive productive assessment, and performance assessment. The assessment tools adapted the framework of communicative competence by Pillar (2011) and built on the base of six components of communicative competence proposed

by Celce-Murcia (2007). The communicative competence assessment (CCA) is completed with rubric and guidance for assessors. The descriptor band shows the communicative competence levels: intermittent communicator, limited communicator, moderate communicator, competent communicator, and good communicator.

1.8 Limitation of the Product

The product developed in this study is designed for Indonesian context. The application of this product in other contexts either other foreign language contexts or second language contexts need further investigation on what teachers under those contexts need. The product will only be tested to the use of English for teaching other subjects at bilingual programs. It will not be tested for other second or foreign languages.

1.9 Definition of Key Terms

There are several key terms used in this study which need to be operationally defined as follows:

- a. Communicative competence is the communicative language ability which includes language proficiency and communicative proficiency that is the ability to use language appropriately according to the setting, social relationships, and communicative purposes (Bachman, 1990, Celce-Murcia, 2007).

- b. Bilingual schools refer to bilingual education which is characterized by the use of instruction in two languages as medium of instruction for any part, or all, of the school curriculum (Anderson, Boyer, & Southwest Educational Development Laboratory, 1970 in PPRC, 2010).
- c. English training course program is a training course program which is designed to improve teachers' English communicative competence.

CHAPTER II

LITERATURE REVIEW

In this chapter the writer presents the previous related studies and the main theories which become the theoretical ground of this study. In general, this chapter deals with the theories of teaching performance and competence, Indonesian government regulations on teaching competencies, communicative competence and proficiency, the process of designing a language training course, assessment, and bilingual education. The framework of this study is presented at the last part of this chapter.

2.1 Review of Previous Studies

Studies related to communicative competence have become one of the most challenging studies within second language acquisition field and English pedagogy. Communicative competence itself refers to one's ability to use language appropriately for meaningful interaction. Communicative competence is especially addressed to non-native speaker's ability to use target language either a foreign or second language appropriately (Llurda, 2000). The ability to use the target language is usually related with linguistic competence. In fact, there are some other aspects of communicative competence which a second language speaker should have. Thus, it becomes interesting to investigate the second language learners or speakers' communicative competence because the second

language speakers do not only need the linguistics competence but also other aspects of communicative competence if they want to be able to communicate well with others using the target language. Most of the studies related with communicative competence are concerned with the assessment of second language learners' communicative competence. Some of the studies about communicative competence assessment are mentioned in the following paragraphs.

Granville W. Pillar (2011) investigated the effect of different modes of input on L2 communicative competence and how to measure it. He constructed test and observation instrument to measure both verbal and non-verbal behaviour needed for being communicatively competent. He based his tests on the rating models of Verhoeven and Vermeer, and test developed by Paltridge. From his study, it was revealed that video was proven as the most effective mode to enhance learners' communicative competence and the observation instrument was crucial to the success of the whole investigation. While Pillar's study concerns on non-verbal communication (paralinguistic) which he believes plays as crucial as the verbal communication, this study focuses more on the oral verbal communicative competence.

Charita B. Lasala (2013) investigated the communicative competence of secondary senior students in the Phillipines. She measured the level of communicative competence of the students based on their both written and oral performances. The results showed that the level of communicative competence in oral and writing skills is acceptable. She adapted instruments and the rubrics from

other researchers (Pastrana and Prejones). Compared to Lasala's study, this research and development study only focuses on the teachers' communicative competence as it is represented through their oral verbal performance.

Some other studies related with communicative competence assessment for specific purposes are within the field of nursing. Among the studies is the research by Megan Alexandra Seydow (2012) conducted in the nursing college in Minnesota and the research by Scrimmer et al (2005) which reviewed several kinds of communicative competence assessment instruments. The study came up with recommendation of communicative competence instrument for specific purposes especially for medical field. Working within the same domain of communicative competence for specific purposes, this study concerns with the L2 communicative competence for teaching purposes. Hence, this study aims to develop the L2 (English) communicative competence of teachers at bilingual program.

Jiayan and Jianbin in their study *On Communicative Competence in Curriculum Design : A Comparison of the College English Curriculum Requirements and the English Curriculum Standard* (2010) discuss the importance of curriculum design to ensure the development of learners' communicative competence. They critically compared two kinds of curriculum used in China. They emphasized the significant role of curriculum design to enhance learners' communicative competence because they argued the main goal of foreign language teaching was developing learners' communicative competence. Along with Jiayan and Jiabin' remarks on the value of curriculum

design for the development of learners' communicative competence, this study aims to provide a design of curriculum for L2 communicative competence enhancement especially for teachers of bilingual primary schools in Indonesia.

Meanwhile, Zlatic et al (2014) compared the communication skills of student teachers and active teachers in Serbia. After receiving trainings on communication skills, the subjects were investigated with emphasis on specific competencies such as social sensitiveness, non-violent verbal communication, integrated style of conflict management, and interaction involvement. From the aforementioned review of previous studies above, it can be said that there is a research gap between the previous studies and the writer's study. To sum up, this study focused on trainings aimed to enhance primary bilingual teacher's communicative competence. It became crucial because English is a foreign language in Indonesia and teachers who become the central figure in the bilingual class should be communicatively competent.

2.2 Theoretical Review

In the following part, there will be a discussion on the main theories which includes reviews of teacher's competencies and performance in English and the concept of teaching competencies from the rules of the government of the Republic Indonesia; communicative competence and language proficiency; the process of designing a language training course; and bilingual schools.

2.2.1 Teacher's Competencies and Performance in English

Competency is a highly valued qualification that accounts for the effective use of one's knowledge and skills in a specific, usually complex context (Westera, 2001, p.79). The competence can be observed from the performance. Therefore, if someone is labelled as a competent person, his performances are supposed to come up to a standard (Barnett, 1994 in Westera, 2001). This study is trying to see teachers' competencies in teaching with English which can not be separated from teachers' performances.

Jack C. Richards (2012) presents ten parameters to measure teachers' competences and performances when teaching in English. Those parameters are under these following bands :

a. The language proficiency factor

This competence includes the ability to comprehend texts accurately, provide good language models, maintain fluent use of the target language in the classroom, give explanation and instructions in the target language, and use appropriate classroom language

b. The role of content knowledge

It refers to what the teachers teach so that teachers are able to understand learners' need, diagnose learners' learning problems, plan suitable instructional goals for lessons, select, design, and evaluate learning tasks and materials, evaluate students' learning.

c. Teaching skills

This competence includes all the routines and procedures which a teacher should do in classroom.

d. Contextual knowledge

Teachers need to know the sociocultural context of the school and learning setting which include both the physical facilities and the school's management, goals, etc

e. The language teacher's identity

Richards (2012, p.14) states that identity refers to the social and cultural role a teacher and learners perform. The identity may be influenced by factors such as personal biography, culture, working conditions, age, gender, and the school and classroom culture.

f. Learner-focused teaching

It refers to the ability to create a classroom which functions as a community of learners. It is the ability of teachers to put themselves as facilitator and motivators for the students.

g. Pedagogical reasoning skills

This competency relates to teachers' beliefs, thought and thinking processes which are reflected in their teaching and classroom practices.

h. Theorizing from practice

It is the development of a personal system of knowledge, beliefs, and understanding which is drawn from practical experience of teaching. From

their teaching practices, the teachers are supposed to learn and improve their teaching performance.

i. Membership of a community of practice

The teaching context is a learning community and as members of the community, teachers should be able to collaborate with fellow teachers, university colleagues and others in the school

j. Professionalism

Professionalism reflects the teachers' managerial skills and personal professionalism as a teacher. This includes their ability to manage the class as well as playing their role as member of the school structural organization.

Based on the factors mentioned above, for teachers who have to teach other subjects in English, there is a strong need to balance their language proficiency and professionalism. Pasternak and Bailey (2004, p. 163 as cited by Stein, 2009, in Burn and Richard, 2009, p. 94) capture the relationship between language proficiency and professionalism. There are two notions they mention. First, language proficiency and professional development need to be perceived as continua rather than an either-or-proposition. Second, language proficiency needs to be viewed as one element of professionalism and professional preparation is the second critical element as illustrated in the following figure :

	Proficient in the target language		
Professionally prepared as a language teacher	1	3	Not professionally prepared as a language teacher
	2	4	
	Not proficient in the target language		

Figure 1. Continua of Target Language Proficiency and Professional Preparation (Burn and Richard, 2009)

The figure above can help us show the real condition of Indonesian teachers who teach other subjects using English as the language of instruction. Some of the teachers assigned by schools to teach in English were not prepared as language teachers while some others are those who graduated from English teaching institutes. The previous group of teachers commonly face difficulties related to their English proficiency whereas the latter have problems with other subjects' content mastery. In general, both groups are confronted with professionalism as teachers.

2.2.2 The Indonesian Government Rules of Teacher's Competencies

In relation to teaching competencies and professionalism, the government of Republic Indonesia, through the Ministry of National Education gives great concern on the teacher's competencies and professionalism. According to the The

Laws of the Republic Indonesia Number 14, 2005 Chapter 8 which is known as The Teacher Law, teachers are labelled as professional educators who are supposed to have academic qualification, competencies, teaching certificate, physically and spiritually healthy, and the ability to realize the national education goals. Further, the competencies mentioned in Chapter 8 of The Teacher Law are explained in chapter 10. Those competencies refer to four standard competencies which include the pedagogic competency, personal competency, social competency, and professional competency. These are the cores of Indonesian teacher's competencies.

Compared to Richard's criteria of teaching competencies and performance aforementioned above, the components of teaching competencies in the Indonesian Teacher Law refer to more specific aspects. In more detailed explanation, the pedagogic competencies in the Indonesian Teacher Law are understood as the ability to understand the learners. Based on the attachment of the rules of the national education ministry number 16, 2007, the components of pedagogic competencies include the ability to understand the characteristic of learners from physical, moral, sociocultural, emotional, and intellectual; the ability to understand the learning designs and practices, assessment, and the ability to facilitate learners to develop and actualize all of their potentials.

Personal competencies are understood as competencies which reflect stable, mature, and wise personality who can be the role model for the learners. Social competencies are referred to the teachers' ability to communicate and socialize effectively with the learners, educational staff, parents, and society.

Meanwhile, professional competencies are the wide and deep mastery of teaching materials, curriculum, knowledge within the field of the study, and the structure and methods of the knowledge. The following are the breakdowns of the teaching competencies.

a. Pedagogic competencies

- Recognize the characteristics and potential of the learners
- Master the effective learning theories and practices
- Master curriculum design and development
- Master the effective learning steps
- Master the system, mechanism, and procedures of assessment
- Make use the information and technology for teaching
- Being able to communicate politely and effectively with students

b. Professional competencies

- Master the material, structure, concept, and the characteristics of the knowledge field which support the subjects that the teachers teach
- Master the methodology of the knowledge
- Master the nature of teacher profession

c. Personal competencies

- Act according to the social norm, religion, and national culture in Indonesia.
- Take role as stable, wise, and matured person who can be the role model for students
- Be responsible, self-confident, and proud of their professions as teachers

- Respect the Indonesian ethical code of teaching profession

d. Social competencies

- Be inclusive, objective, not discriminate students
- Communicate in polite and effective ways with parents, colleagues, students, and society
- Can adapt well at the sites wherever they are assigned in Indonesia
- Communicate well with other professions

In general use, the term 'professional' refers to a trained and qualified specialist who displays a high standard of competent conduct in their practice (Leung in Burn and Richard, 2009, p.49). One of the competencies demanded in every professional field is communication competency. Richards and Schmidt (1983) characterize the nature of communication as :

- A form of social interaction which is therefore normally acquired and used in social interaction
- An activity which involves a high degree of unpredictability and creativity in form and message
- An interaction which takes place in discourse and social contexts which provide constraints on appropriate language use and also clues as to correct interpretations of utterances
- Social interaction which is carried out under limiting psychological and other conditions such as memory constraints, fatigue and distractions
- A communicative interaction which always has a purpose (for example, to establish social relations, to persuade, or to promise)

- A communicative exchange which involves authentic, as opposed to textbook-contrived language and it is judged as successful or not on the basis of actual outcomes

From the points outlined above, Richards and Schmidt also underline communication as the exchange and negotiation of information between at least two or more individuals through the use of verbal and non-verbal symbols.

In another perspective, Strohner (2001, in Rickheit and Strohner, 2008, p.21) sees communication as a complex process which involves some aspects.

According to Strohner, communication can be seen as some dimensions :

- Communication as information exchange,
- Communication as mental-state reading and influencing,
- Communication as interaction,
- Communication as situation management

Based on the definitions of communication made by some linguists above, it is necessary to emphasize the main concept of communication as a process of exchanging information between individuals or expressing thoughts each other. Therefore, the ability to communicate well is vital for any profession including teaching profession. Professionals are mostly successful in their field because they have good communication competency. Because teaching profession deals a lot with communication, communicative competence should be one of the main concerns for educators. The next sub chapter will deal with communicative competence.

2.2.3 Communicative Competence and Language Proficiency

Communicative competence is considered as the key component of teaching and learning foreign languages. It is not enough just to know the language or the rule of the foreign language. Learners must also know how to use the language in real communication. In the practice of teaching and learning the foreign language in Indonesia, in this case English, there are some challenges which have to be faced by both teachers and students.

One of the challenges faced by the educational institutions in Indonesia which offer immersion or bilingual program is the quality insurance of the teachers. Teachers are demanded to meet some expected qualities. Because of the position of English as a foreign language in Indonesia, the role of teachers as the target language role-model is very significant. Another consequence of having English as a foreign language is the limited exposure to the target language. Students are mostly exposed to English in the classroom. Although classroom discourse may not be able to create as natural discourse as the real discourse outside the classroom, teachers are demanded to provide 'natural' discourse through the classroom interaction. The ability of handling a discourse is the core of communicative competence as suggested by Celce Murcia, Dornyei and Thurrel (1995).

The concept of communicative competence began in 1960s as a counter-movement against the so-called "linguistic competence" introduced by linguist Noam Chomsky (Rickheit and Strohner, 2008, p.17). Chomsky referred linguistics competence to the inner linguistic knowledge someone has which is

supposed to be unaffected by cognitive and situational factors during actual linguistic performance. Around 1970s, other linguists such as Habermas and Dell Hymes argued that Chomsky's concept of linguistic competence was not relevant for real-life communication. Habermas condemns that Chomsky's idea of idealized speaker-hearer is too narrow. He suggested to consider speech situation :

Above all, communicative competence relates to an ideal speech situation in the same way that linguistic competence relates to the abstract system of linguistic rules. The dialogue constitutive universals at the same time generate and describe the form of inter subjectivity which makes mutuality of understanding possible. Communicative competence is defined by the ideal speaker's mastery of the dialogue constitutive universals irrespective of the actual restrictions under empirical conditions. (Habermas, 1970, in Rickheit and Strohner, 2008, p.17).

Dell Hymes emphasized that the knowledge of grammatical rules is not sufficient for speaking a language and for communicating. He stressed that the interlocutor's ability is needed to conduct a good communication. Hence, he introduced the notion 'communicative competence'. He argued that language acquisition is not context-free therefore in addition to linguistics competence (ability to use the language correctly according to the rules of the language), sociolinguistic competence is needed to enable speakers use the language appropriately according to the context. Since then, linguists and language teachers developed the communicative approach to language teaching.

In relation to foreign or second language classroom, Michael Canale and Merrill Swain (1980) proposed four different components of communicative competence. Those components are:

- grammatical competence which includes the knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, and phonology. This idea is similar to Chomsky's idea of competence.
- discourse competence which is the ability to connect sentences and to form meaning through a series of utterances;
- sociolinguistics competence which is the knowledge of the sociocultural rules of language and discourse;
- strategic competence which is "the verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence" (Canale and Swain, 1980, p.30).
- Canale and Swain's model was meant to serve both instructional and assessment purposes despite some critical analysis on the model. The model has been used as a starting point of studies related to this issue.

Meanwhile, Bachman describes communicative language ability as "consisting of both knowledge or competence, and the capacity for implementing, or executing that competence in appropriate, contextualized communicative language use" (Bachman, 1995, p.84). He proposes three components of communicative language ability which are called : the language competence; strategic competence and psychophysiological mechanism.

According to Bachman (1995), language competence is a set of specific knowledge components which are applied in communication via language. Strategic competence refers to the mental capacity which is needed to implement the language competence in real contextual language use. Psychophysiological mechanism relates to the neurological and psychological processes involved in the real language use. The relations among the components are illustrated in the following figure :

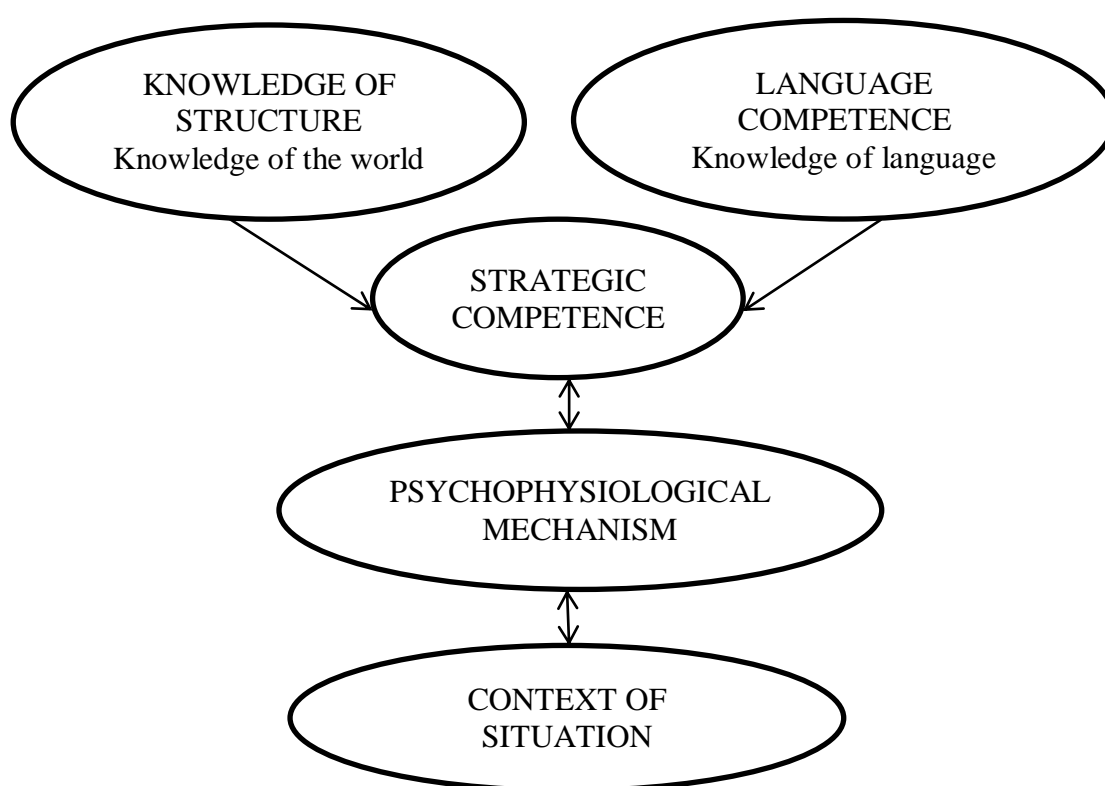


Figure 2. Components of communicative language ability in communicative language use (Bachman, 1995, p. 85)

In 1982, Bachman and Palmer (Bachman, 1995) made a distinction of communicative competence and communicative proficiency and they developed a

battery for language testing. They divided language competence into subcategories :

- a. Organizational competence which “comprises the abilities involved in controlling the formal structure of language for producing or recognizing grammatically correct sentences, comprehending their propositional content, and ordering them to form texts” (Bachman, 1995, p,87). Under this competence, there are two types of competences :
 - Grammatical competence such as the knowledge of vocabulary, morphology, syntax, and phonology/graphology. This definition is similar to Canale and Swain’s grammatical knowledge.
 - Textual competence which includes the knowledge of the conventions for joining utterances together to form a text, which is essentially a unit of language” (Bachman, 1995, p.88). This is similar to Canale and Swain’s discourse competence.
- b. Pragmatic competence which refers to the ability to relate utterances with their meanings, the speaker’s intention, and the language use context. This competence is broken down into three types :
 - Lexical knowledge that is the knowledge of word meanings and figurative language.
 - Functional knowledge that is the knowledge of how to use language for communicative purposes.
 - Sociolinguistic knowledge that is the sociocultural knowledge which is similar to Canale and Swain’s sociolinguistic competence.

In 1990s, Celce-Murcia et al, (1995) presented a syntactic model of functional relationship among the strategic, actional, linguistic and discourse competences which comprises the communicative competence. Celce-Murcia et al represent the model of communicative competence as a pyramid by placing discourse competence in the centre surrounded by sociocultural competence, linguistic competence and actional competence in the three points of triangle and strategic competence in the circle.

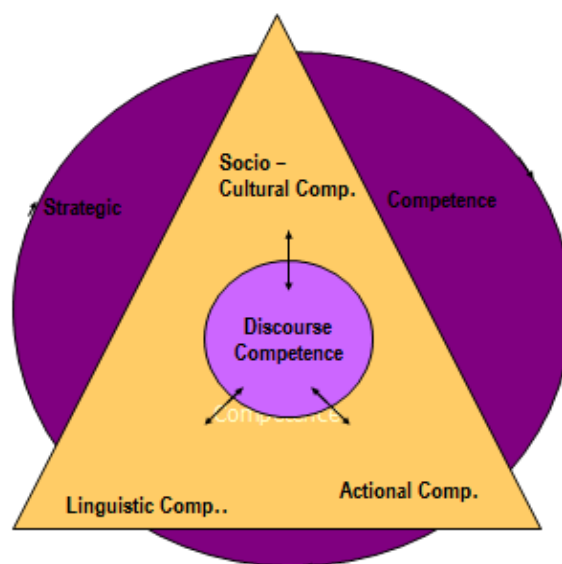


Figure 3. A schematic overview of the communicative competence (Celce-Murcia et al (1995))

In details, Celce-Murcia et al (1995) explain,

Thus our construct places the discourse component in a position where the lexico-grammatical building blocks, the actional organizing skills of communicative intent, and the sociocultural context come together and shape the discourse, which, in turn, *also* shapes each of the other three components.

The circle surrounding the pyramid represents *strategic competence*, an ever-present, potentially usable inventory of skills that allows a strategically competent speaker to negotiate messages and resolve problems or to compensate for deficiencies in any of the other underlying competencies.

The model of communicative competence above is the development of previous communicative competence by Canale and Swain.

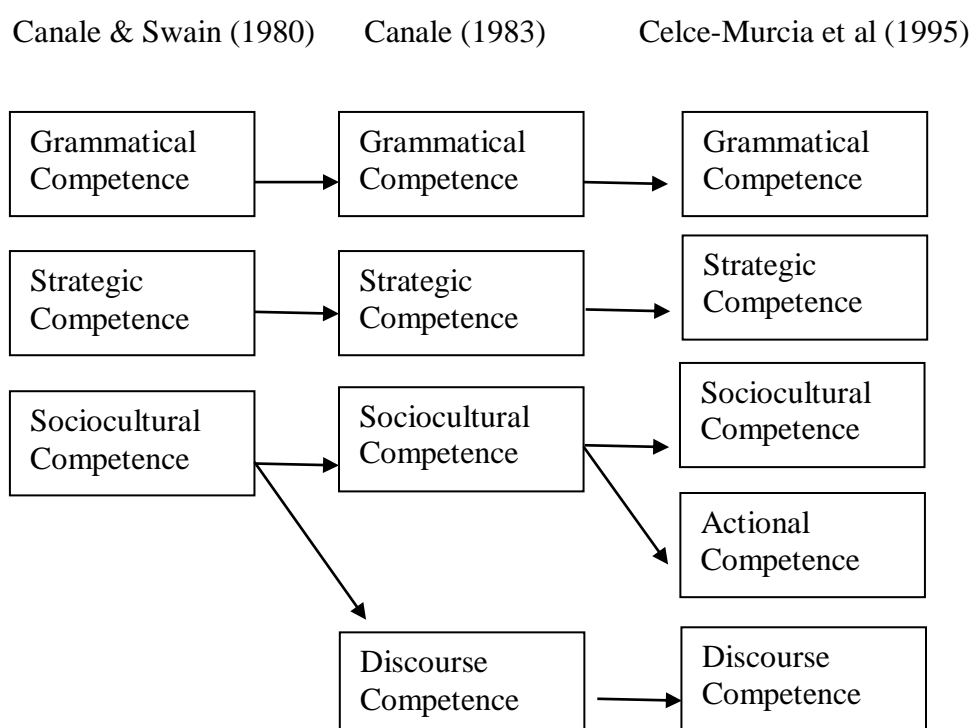


Figure 4. Chronological evolution of communicative competence model

In this model, Celce Murcia (1995) adds actional competence which includes knowledge of language functions and language speech. It also puts discourse as the centre of the competence. For a teacher, his or her communicative competence is shown by his or her ability to create, handle, enhance classroom discourse.

Discourse competence includes the selection, sequencing, and arrangement of words, structures, sentences and utterances to achieve a unified spoken or written text. Suggested components of discourse competence are as the following :

- Cohesion : reference (anaphora, cataphora), substitution/ellipsis, conjunction, lexical chains (related to content schemata), parallel structure
- Deixis : personal, spatial, temporal, textual
- Coherence : organized expression and interpretation of content and purpose, thematization and staging (theme-rheme development), management of old and new information, propositional structures and their organizational sequences, temporal continuity (sequence of tenses)
- Genre/generic structure : narrative, interview, service encounter, research report, sermon, etc
- Conversational structure : inherent to the turn-taking system in conversation

Linguistic competence comprises the basic elements of communication : the sentence patterns and types, the constituent structure, the morphological inflections and the lexical resources and phonological systems needed for spoken and written communication. Suggested components for linguistic competence are as the following:

- syntax :

It consists of constituent/phrase structure, word order (canonical and marked), sentence types, statements, negatives, questions, imperatives, exclamations, special constructions, existentials (*there + BE...*) , clefts

(*It's X that/who...; What + sub. + verb + BE*), question tags, etc. modifiers/intensifiers , quantifiers, comparing and equating, coordination (and, or, etc.) and correlation (*both X and Y; either X or Y*), subordination (e.g., adverbial clauses, conditionals) , embedding, noun clauses, relative clauses (e.g., restrictive and non-restrictive), reported speech

- morphology :

It covers the parts of speech, inflections (e.g., agreement and concord) , derivational processes (productive ones), compounding, affixation, conversion/incorporation

- lexicon (receptive and productive) :

It includes words , content words (Ns, Vs, AD-Is), function words (pronouns, prepositions, verbal auxiliaries, etc.), routines , word-like fixed phrases (e.g., *of course, all of a sudden*) , formulaic and semi-formulaic chunks (e.g., *how do you do?*) , collocations, V-Obj (e.g., *spend money*), Adv-Adj (e.g., *mutually intelligible*), Adj-N (e.g., tall *building*), idioms (e.g., *kick the bucket*) phonology (for pronunciation), segmentals, vowels, consonants, syllable types, sandhi variation (changes and reductions between adjacent sounds in the stream of speech), suprasegmentals, prominence, stress, intonation, rhythm

- orthography (for spelling) :

letters (if writing system is alphabetic), phoneme-grapheme correspondences, rules of spelling, conventions for mechanics and punctuation are including in the orthography.

Actional competence is closely related to interlanguage pragmatics. It includes the competency to understand and interpret sentences and expressions.

Below are some suggested components of actional competence :

a. Knowledge of language functions

The knowledge of language function includes the knowledge of:

- Interpersonal exchange :

Some examples of interpersonal exchanges are : greeting and leave-taking, making introductions, identifying oneself, extending, accepting and declining invitations and offers , making and breaking engagements, expressing and acknowledging gratitude, complimenting and congratulating, reacting to the interlocutor's speech, showing attention, interest, surprise, sympathy, happiness, disbelief, disappointment

- Information :

Some examples are asking for and giving information, reporting (describing and narrating) , remembering, explaining and discussing

- Opinions :

Including under opinions are expressing and finding out about opinions and attitudes, agreeing and disagreeing , approving and disapproving , showing satisfaction and dissatisfaction

- Feelings :

The language functions to express feelings include expressing and finding out about feelings , love, happiness, sadness, pleasure, anxiety, anger, embarrassment, pain, relief, fear, annoyance, surprise, etc.

- Suasion :

Some examples of suasion are suggesting, requesting and instructing, giving orders, advising and warning, persuading, encouraging and discouraging, asking for, granting and withholding permission

- Problems :

The language functions to deal with problems are complaining and criticizing, blaming and accusing, admitting and denying, regretting, apologizing and forgiving

- Future scenarios : expressing and finding out about wishes, hopes, and desires, expressing and eliciting plans, goals, and intentions, promising, predicting and speculating, discussing possibilities and capabilities of doing something

b. Knowledge of speech act sets

The knowledge of speech act sets include the knowledge of how to perform certain acts using language.

Sociocultural competence refers to the speaker's knowledge of how to express messages appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use (Celce –Murcia et al, 1995). This competence is built upon suggested components of sociocultural competence :

- Social contextual factors :

These include participant variables, age, gender, office and status, social distance, relations (power and affective), situational variables, time, place, social situation

- Stylistic appropriateness factors :

These include politeness conventions and strategies, stylistic variation , degrees of formality , field-specific registers

- Cultural factors :

The cultural factors include sociocultural background knowledge of the target language community , living conditions (way of living, living standards); social and institutional structure; social conventions and rituals; major values, beliefs, and norms; taboo topics; historical background; cultural aspects, including literature and arts , awareness of major dialect or regional differences, cross-cultural awareness, differences; similarities; and strategies for cross-cultural communication.

- Non-verbal communicative factors:

Non-verbal communication factors include kinesthetic factors (body language), discourse controlling behaviors (non-verbal turn-taking signals), backchannel behaviors , affective markers (facial expressions), gestures, eye contact, proxemic factors (use of space), haptic factors (touching), paralinguistic factors, acoustical sounds, non-vocal noises and, silence

Strategic competence is the knowledge about communication and the ability to use it. Below are some suggested components of strategic competence :

- Avoidance or reduction strategies :

Some examples are message replacement, topic avoidance, and message abandonment

- Achievement or compensatory strategies :

These include circumlocution (e.g., *the thing you open bottles with* for *corkscrew*), approximation (e.g., *fish* for *carp*) , all-purpose words (e.g., *thingy*, *thingamajig*), non-linguistic means (mime, pointing, gestures, drawing pictures), restructuring (e.g., *The bus was very... there were a lot of people on it*), word-coinage (e.g., *vegetarianist*), literal translation from LI, foreignizing (e.g., LI word with L2 pronunciation), code switching to LI or L3, and retrieval (e.g., *bro... bron... bronze*)

- Stalling or time-gaining strategies :

Fillers, hesitation devices and gambits (e.g., *well*, *actually...*, *where was I...?*) , self and other-repetition are including in the stalling or time-gaining strategies.

- Self-monitoring strategies :

Some examples of self-monitoring strategies are self-initiated repair (e.g., *I mean...*), self-rephrasing (over-elaboration) (e.g., *This is for students... pupils... when you're at school...*)

- Interactional strategies :

These include appeals for help, direct (e.g., *What do you call...?*), indirect (e.g., *I don't know the word in English...* or puzzled expression), meaning negotiation strategies *Indicators of non/mis-understanding* , requests, repetition requests (e.g., *Pardon?* or *Could you say that again please?*), clarification, requests (e.g., *What do you mean by...?*), confirmation requests (e.g., *Did you say...?*), expressions of non-understanding, verbal (e.g., *Sorry, I'm not sure I understand...*), non-verbal (raised eyebrows, blank look), interpretive summary (e.g., *You mean...?/So what you're saying is...?*), *responses*, repetition, rephrasing, repair, *comprehension checks* , whether the interlocutor can follow (e.g., *Am I making sense?*) ,whether what was said is correct or grammatical (e.g., *Can you say that?*), and whether the interlocutor is listening (e.g., on the phone: *Are you still there?*).

In 2007, Celce-Murcia proposed the revision of her 1995 model of communicative competence. The revised model was designed with a concern on language teacher. It consists of :

- **Sociocultural competence** which "refers to speaker's pragmatic knowledge, i.e. how to express messages appropriately within the overall social and cultural context of communication" (Celce-Murcia, 2007, p.46). Within this competence is language variation related with sociocultural norms of the target language.

- **Discourse competence** that refers to “the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message” (ibid). Almost similar to the previous model, the sub-area of discourse competence includes cohesion, deixis, coherence, and generic structure.
- **Linguistic competence** which includes knowledge of phonological, lexical, morphological, and syntactic.
- **Formulaic competence** that refers to the ability to use fixed and prefabricated chunks of language that speakers use heavily in everyday interaction (ibid). Some formulaic speech are routines (fixed phrases), collocations, idioms, and lexical frames. It is the counterbalance of linguistic competence. The frequent use of formulaic knowledge of the target language indicates fluent speakers of the target language. Wood (2002) argues that formulaic language has important implication for how language is dealt with in the classroom especially when it is related to fluent production.

Ellis (1994) in his discussion about second language learners' language development maintains that second language development follows a pattern starts from silent period; the use of formulaic speech, and the use of simplified structure. In another discussion, he classifies formulaic speech in two categories: functional and formal. He distinguished functional types of formulaic speech as (Yorio, 1980 in Ellis) :

- situation formulas (formulaic utterances associated with a specific situation, example : “I thought you’d never ask”)
- stylistic formulas (formulaic utterances associated with a particular style, example : “Ladies and gentlemen...”)
- ceremonial formulas (formulaic utterances used in ritualistic interaction, example : greetings)
- gambits (formulaic utterances used to organize interactions or activities which can be conversational, example “guess what” or organizational, example “Let’s call it a day”)
- euphemisms

In formal types, formulaic speech is differentiated into two types : routines which refer to the whole utterances used as unanalyzed package (such as greetings) and patterns which refer to fixed expressions with open slots such as “Can I get?” . Formulaic speech is usually picked up by second language learners rather than taught. However, Ellis suggests formulaic speech can be taught when it directly occurs in the classroom interaction. When formal teaching takes place, focus needs to be given on the instruction of correct production of key vocabulary or grammatical items.

Interactional competence consists of two sub-components : actional competence and conversational competence that is the comprehension of turn-taking system in conversation which can be extended to other dialogic genres such as how to open and close conversation, how to establish and change topics, how to get, hold, and relinquish the floor, how to interrupt, how to collaborate and

backchannel, etc. This competence also includes non-verbal or paralinguistic competence which is also crucial in oral interaction. This covers kinesics (body language), proxemics (the use of space by interlocutors), haptic behavior (touching), and even silence and pauses.

Strategic competence are related with some issues. Borrowing Rebecca Oxford's definition of language learning strategies, Celce-Murcia highlights three kinds of **learning strategies** which are related with strategic competence. The learning strategies are (1) cognitive strategies which are about how to make use of logic and analysis in learning a new language. It can be done through summarizing, outlining, reviewing, note-taking, etc. (2) metacognitive strategies which involves planning and self-evaluation and (3) memory-related strategies which help learners recall or retrieve words.

Celce-Murcia (2007) also stresses again the importance of communication strategies which include achievement (approximation, circumlocution, code-switching, miming, etc), stalling (time gaining using phrases such as "Where was I ?", "Could you repeat that?"), self-monitoring (using phrases that show self-repair such as "I mean..."), interacting to ask for help or clarification through meaning negotiation, confirmation check, etc, and social (always try to find opportunities to practice using the target language).

This revised model of communicative competence is illustrated in figure 5 :

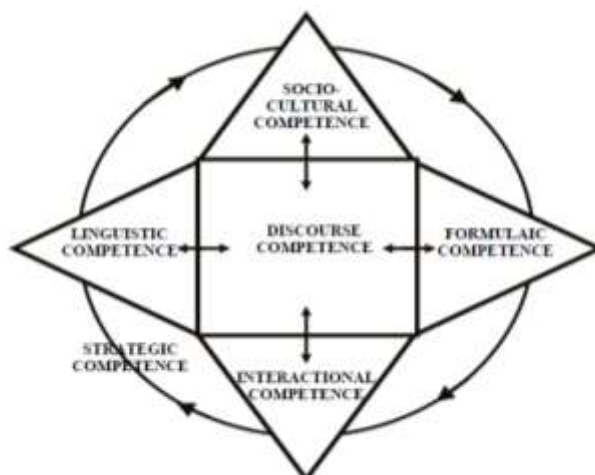


Figure 5. Revised model of communicative competence
(Celce-Murcia, 2007, p.45)

From the explanation above, the chronological evolution of communicative competence since Chomsky until the latest model of Celce-Murcia's is mapped in the following table :

Table 1. The evolution of communicative competence

Chomsky (1957, 965)	Hymes (1967, 1972)	Canale & Swain (1980)	Canale (1983)	Celce- Murcia et al (1995)	Celce- Murcia (2007)
LC	LC	GC	GC	LC	LC
	SoC	SC	SC	SC	SC
		SoC	SoC	SoC	SoC
			DC	AC	AC
				DC	DC
					FC
					IC

LC = Language Competence SoC=Sociolinguistic Competence SC=Strategic Competence DC=Discourse Competence AC= Actional Competence FC=Formulaic Competence

The term communicative competence is often questioned as an independent entity or has a relation with proficiency. Cummins (1979, 1981 in Brown, 2000) introduced the notions of cognitive/academic language proficiency (CALP) and basic interpersonal communicative skills (BICS). CALP consists of linguistics knowledge and literacy skills required for academic work and focuses on form while BICS is more about communication skills needed for interpersonal context. Cummins modified his notion of CALP and BICS as context-reduced and context embedded. Good share of classroom, supportive classroom environment is context-reduced. Canale (1983) argues there are three dimensions of language proficiency which are the basic language proficiency (mainly supported by biological elements of language), communicative language proficiency (based on social and interpersonal uses of language), and autonomous language proficiency (involves intrapersonal uses of language).

The notion communicative competence itself is mainly applied to non-native competence (Llurda, 2000, p.91). This idea started from Chomsky's application of his competence and performance concept to a monolingual group. Stern (1983 in Llurda, 2000) also says that proficiency is used as a substitute for competence when it refers to non-native competence in second language learning and teaching contexts. In the previous part, Bachman renamed the term 'communicative competence' as 'communicative language ability' which includes language proficiency and communicative proficiency. Language proficiency refers to the capacity to use language, and the latter includes "both the knowledge

of the world and the strategies necessary to apply language proficiency to contextualized situations” (Llurda, 2000, p.93).

In the practice of classroom interaction, Richard Cullen (1998) mentions there are some features which characterize communicative teacher talk. Those characteristics include :

- The use of referential questions which have a genuine communicative purpose.
- Content feedback in which teacher focuses on the content of what the students say not on the form
- The use of speech modifications, hesitations, and rephrasing in the teacher’s own talk like when they explain, ask questions, give instruction, etc
- Attempts to negotiate meanings with students which commonly done through scaffolding talk by which teachers can give requests, clarification, repetition even interrupt teacher.

Those characteristics are the opposite of non-communicative teacher talk. Non-communicative teacher talk includes the excessive use of display questions, form-focused feedback, echoing students’ responses, and sequences of predictable IRF (Initiation-Response-Feedback) pattern.

In addition to the concept of communicative competence, Rickheit and Strohner (2008) add that the two most important criteria of communicative competence are effectiveness and appropriateness. Wieman et al (1997:31 cited by Lesenciuc and Codreanu, 2012, p.131) explain :

Effectiveness is pertinent to goal attainment, such as satisfaction, desired change, or creativity. The importance of appropriateness indicates the contextuality, or relation/context specificity. One's knowledge, motivation, and skills affect the perceived effectiveness and appropriateness, and ultimately influences other's judgment of competence.

Further, Wieman et al state that competence is a matter of establishing a relationship between effectiveness and appropriateness . Spitzberg and Cupach (1989 in Rickheit and Strohner, 2008, p.26) point out “effectiveness derives from control and is defined as successful goal achievement or task accomplishment”. Effectiveness relates to the ability to achieve or to infer a speaker's meaning.

The other criterion of communicative competence is appropriateness. As it was already proposed by Dell Hymes, a competent communication should be judged as appropriate according to the social factors in a given situation. Combining effectiveness and appropriateness, Brian Spitzberg (2003, p.98 in Rickheit and Strohner, 2008, p.27) concludes:

However, combining appropriateness and effectiveness provides a framework that most competence theorists accept as generally viable. Competence, according to the dual criteria of appropriateness and effectiveness, is the extent to which an interactant achieves preferred outcomes in a manner that upholds the emergent standards of legitimacy of those judging the interaction.

A classroom teacher is supposed to use language effectively and appropriately. Moreover, within a foreign language setting where exposure to the

target language is limited to the classroom discourse, teacher's language is playing a significant role to determine the success of teaching and learning process. While English is used as the medium of communication, teacher's communicative competence in English is challenged.

From the concepts of communicative competence outlined above, it can be summed up that to be able to use the target language appropriately, a non-native speaker should have communicative competence. Using the concept of communicative competence by Celce-Murcia (2007), the communicative competence consists of six aspects namely linguistic competence, sociocultural competence, strategic competence, formulaic competence, discourse competence, and interactional competence. Applied in teaching profession, the communicative competence is reflected through teacher talk in the classroom discourse.

2.2.4 The Process of Designing a Language Training Course

There are some components comprising the process of language training course design. Those components include setting up objectives based on some forms of assessment, determining the content, preparing the materials, methods, and evaluation (Graves, 2000:3). According to Grave, the major components of a course design include :

- Objectives
- Content
- Materials
- Methods

- Evaluation or assessment

Meanwhile, Diamond describes the process of designing a course as a series of activities which include :

- Basic planning input
- Major goals and learning outcome
- Project specific factors
- Project selection
- Ideal sequence
- Operational sequence

This process can be illustrated in the following figure :

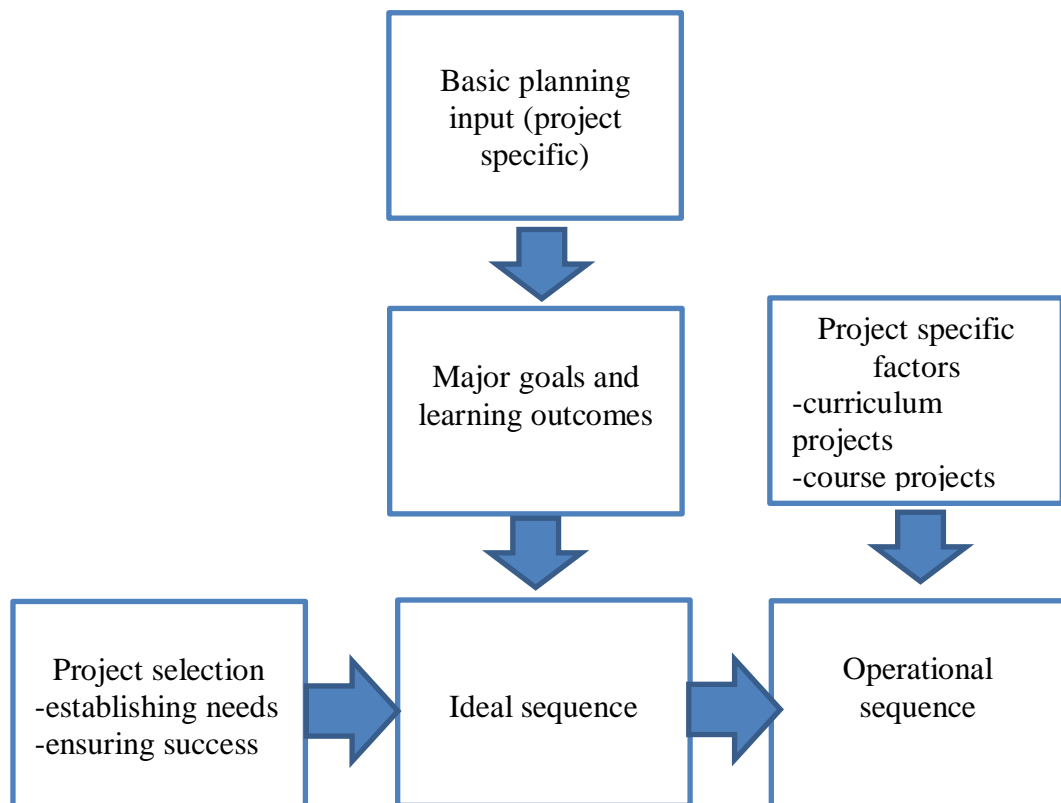


Figure 6. Project selection and design (Diamond, 2009, p.75)

As we can see in the figure. within the cycle, there is a process of designing curriculum. White (1988, pp. 4-5) sees curriculum from three perspectives. Firstly, it is seen as a plan of a house yet to be constructed. In this sense, curriculum is future directed towards an objective to be realized and similar to syllabus which refers to the content or subject matter of an individual subject. Secondly, curriculum could be seen as a plan of how to build the house. In this case, it is also future directed with more concern on the systems to successfully build the house. Thirdly, the curriculum could be seen as the house after it has been completed and is a dwelling for its inhabitants. In the first view, curriculum is seen as a plan and it deals with content and objectives.

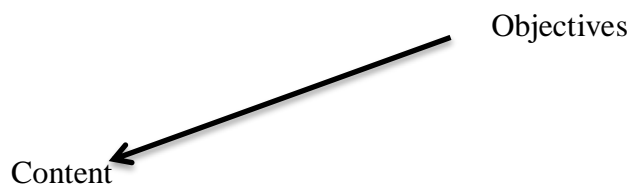


Figure 7. Curriculum as a plan

In the second view, curriculum is seen as a construction system. It adds methods to the model.

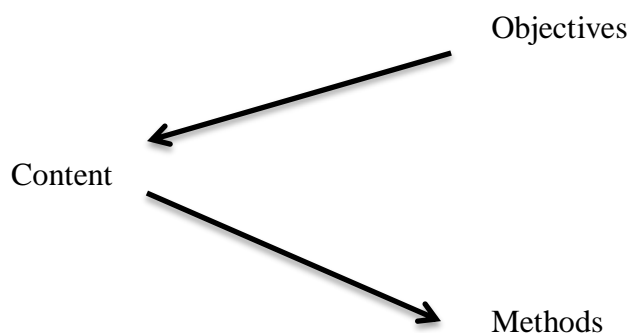


Figure 8. Curriculum as a construction system

The third perspective sees curriculum as a dwelling and it adds evaluation to check if the outcomes match with the objectives.

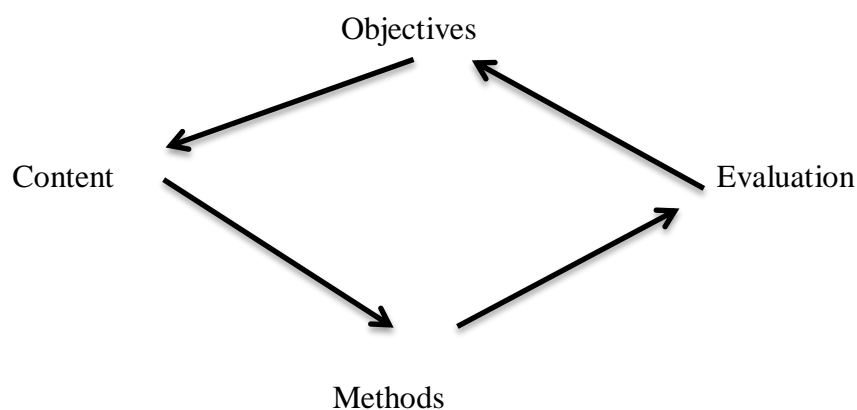


Figure 9. Curriculum as a dwelling

There are some variations of language curriculum design models. Below are three models of curriculum designs presented by Nation and Macalister (2009), Grave (2000), and Murdoch (1989). According to Nation and Macalister (2009), the process of curriculum design for an English course follows these cycles :

- Environment analysis
- Needs analysis
- Principles
- Goals
- Content and sequencing
- Format and presentation
- Monitoring and assessment

- Evaluation

Meanwhile, Grave (2000) presents the course development processes framework as follows :

- Defining the context
- Assessing needs
- Articulating beliefs
- Formulating goals and objectives
- Organizing the course, conceptualising content
- Developing materials
- Designing an assessment plan

The process is illustrated below :



Figure 10. Graves' model of curriculum design (Graves, 2000)

Murdoch (1989 in Nation and Macalister, 2009) outlines his model of curriculum design in this following framework:

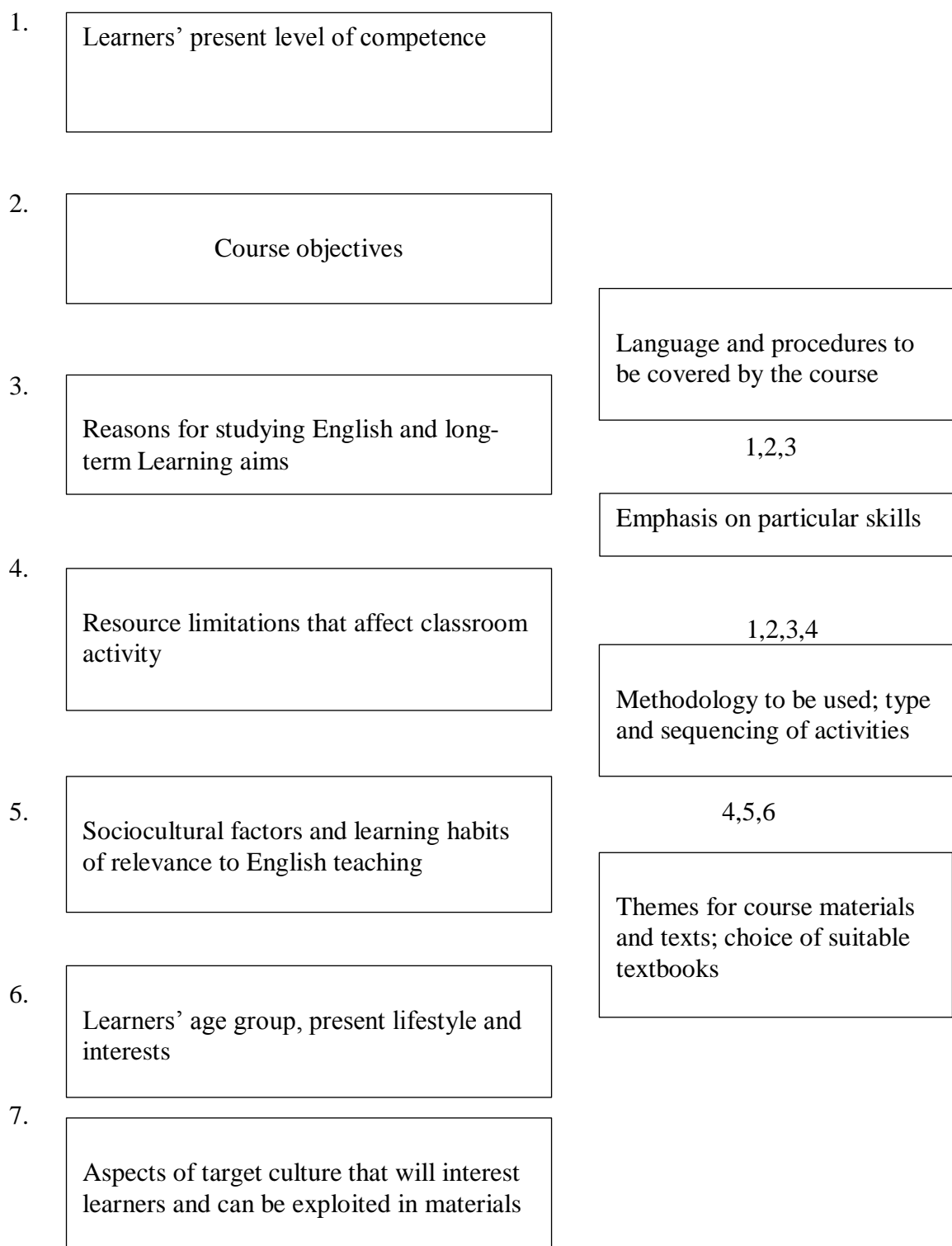


Figure 11. Murdoch's model of curriculum design

In comparison, the three models can be outlined below :

Table 2. A comparison of Nation and Macalister, Graves, and Murdoch's curriculum designs

Nation and Macalister	Graves	Murdoch
Environment analysis	Defining the context	<ul style="list-style-type: none"> - Resource limitations that affect classroom activity - Sociocultural factors and learning habits of relevance to English teaching - learners' age group, present lifestyle and interests - aspects of target culture that will interest learners and can be exploited in materials
Needs analysis	Assessing needs	Learner's present level of competence Reasons for studying English and long-term learning aims
Principles	Articulating beliefs	
Goals	Formulating goals and objectives	Course objectives
Content and sequencing	Organizing the course Conceptualizing content	Language and procedures to be covered by the course Emphasis on particular skills Themes for course materials and texts : choice of suitable textbooks
Format and presentation	Developing materials	Methodology to be used : type and sequencing of activities
Monitoring and assessment	Designing an assessment plan	
Evaluation	Designing an assessment plan	

The curriculum designs can start from any sequence, especially in Graves' model (2000) depending on the context, beliefs and understanding about the students. Graves argues that "each aspect of the course design, the content, objectives, needs assessment, materials, and evaluation are works in progress both in their conception and in their implementation".

2.2.4.1 Assessing Needs

The first phase of any model starts with knowing the context of learning or the analysis of the environment such as knowing the current level of learners' competence, learners' background, setting, nature of the course and institution, teaching resources and the time (Graves, 2000). Knowing the current level of learners' competence can be done through assessment of learners' competence. Learners' background includes the experience and exposure to the language and purpose. Planning the course includes gathering all information needed about the learners, setting, nature of the course until the time of the course implementation (the length of time, duration of each meeting, number of meetings).

The next phase is dealing with needs analysis which refers to a set of procedures of gathering information about learners and about communication tasks for use in syllabus design (Nunan, 1988). Richards (2001) mentions the purposes of need analysis are to :

- Find out what language skills learners need in order to perform a particular role

- To help determine if an existing course adequately addresses the needs of learners
- To determine which learners from a group are most in need of training in particular language skills
- To identify a change of direction that people in a reference group feel is important
- To identify a gap between what students can do and what they need to be able to do
- To collect information about a particular problem learners are experiencing

More specifically, English training to develop teachers' communicative competence is a part of English for Specific Purposes (ESP) program. Therefore, the analysis of the learners' needs is focused on the needs of the learners to do their job. Richards (2002, p.32) emphasizes, "Rather than developing a course around an analysis of the language, an ESP approach starts instead with an analysis of the learners' needs". To conduct the needs analysis, Schutz and Derwing (1981 in Richards, 2002, p.34) suggest the profile of communicative needs which includes these following items :

- personal data : culturally significant information about the individual, such as the language background
- purpose : occupational or educational objective for which the target language is required

- setting : physical and psychosocial setting in which the target language is required
- interactional variables : such as the role of relationships to be involved in the target language use
- medium, mode, and channel : communicative means
- dialects : information dialects to be utilized
- target level : level of competence required in the target language
- anticipated communicative events : micro and macro activities
- key : the specific manner in which communication is actually carried out

2.2.4.2 Goals and Objectives

The results of the needs analysis are used to set up the goal or objectives of the course. Goals can come in many forms which refer to cognitive and affective aspects of the learners' development and the real –world communicative tasks the learners should be able to perform (Nunan, 1988). Needs analysis results can give information about learners, need which will be able to help align the teachers' goals and learners' goals and needs. Some of the goals which may be achieved are as follows (Nunan, 1988) :

- to develop skills in learning how to learn
- to develop the skills necessary to take part in academic study
- to develop an appreciation of the target society and culture
- to develop sufficient oral and written skills to obtain a promotion
- to communicate socially with members of the target or host community

- to develop the survival skills necessary to function in the host community
- to establish and maintain social relationships
- to be able to read and appreciate the literature of the target culture
- to comprehend items of news and information on current affairs from the electronic media

2.2.4.3 Content

Once the goals and objectives of the course have been decided, course designers start to prepare the content of the course. The objectives and the content of the course are determined by the type or nature of the course design. It may follow syllabus type A or B or product oriented syllabus or process oriented syllabus (White, 1988, Nunan, 1988). Syllabus type A concerns more on what to be taught to learners while syllabus type B deals with how the learners learn. Notional-functional syllabus is an example of type A syllabus application. Meanwhile, process and procedural syllabus are parts of syllabus type B. For teachers of bilingual schools who need to use English in practical teaching practices, learner-centered syllabus or syllabus type B will be more appropriate. Under this type of syllabus, a task-based approach can be applied to give teachers more opportunities to practice and experience teaching their subjects in English.

In determining the content of the syllabus, course designers need to consider the distribution of the content during the course which is known as the scope and sequence (Richards, 2001, pp.149-150). Richards mentions, "Scope is concerned with the breadth and depth of coverage of items in the course". Sequencing deals

with the decision to put the content at the early part or at the later part of the course.

2.2.4.4 Assessment

The issue of assessment in an English training course is indeed a serious matter because the results of the assessment reflect the success of the English training course, including the success of the trainers and the training participants. Along with the history of language teaching, assessment has been a part of the teaching cycle. In fact, there have been numbers of studies related to assessment tools and the assessment of learners' communicative competence. Some of the previous researches deal with intercultural competence (Arasaratman, 2009; Sercu, 2005) of students and teachers. There are also some previous studies about teachers' performance and competence in Indonesia and other countries as reported in the studies of Gordon, Kane and Steigger (2006) "Identifying Effective Teachers Using Performance on the Job"; Anugerahwati, (2012) "Professional Competence for Teachers of English in Indonesia" and "The study of teacher competence at schools in the three southern provinces of Thailand" (Achwarin, 2010). Some other studies related to the policy and the implementation of international standard schools in Indonesia also provide vivid description of the use of English at schools in Indonesia (Kustulasari, 2009; Sumintono and Mislán, 2012). Meanwhile, Cheng and Warren's (2002) study concerns more on peer assessment in language proficiency. While the studies mentioned above are mostly about teachers' teaching competencies in general,

this study is focused on the English communicative competence of teachers in bilingual primary schools in Indonesia with teacher samples from some schools in Central Java, Indonesia.

2.2.4.4.1 Assessment and Test

Assessment practices are defined as a process of inquiry that integrates multiple sources of evidence, whether test-based or not, to support an interpretation, decision, or action (Moss et al., 2006 as cited by Freeman, Orzulak and Morrissey in Burn and Richard, 2009, p. 78). Moss argues that assessment involves two main aspects namely questions or problems and evidence. The evidence is used to address questions or problems, to support interpretation, decision and action. Educational institution needs to conduct assessment for teacher's teaching performance as teacher's performance is the reflection of his or her competence. The assessment will be useful to support decision and action needed for individual teacher professional development as well as the schools continuous effort to improve the quality.

Douglas Brown in his book *“Language Assessment Principles and Classroom Practices”* defines test as “a method of measuring a person's ability, knowledge, or performance in a given domain” (2003, p.3). By that definition, there are some components of a test which reflect the role of a test in a teaching cycle. Those components are method, measurement, performance, and given domain.

The first component is method. As a method, test is therefore an explicit and structured instrument which consists of a set of techniques, procedures, or items. Tests may take form as multiple choice questions, filled-in questions, writing prompt with scoring rubric, oral interview based on question script and so on (Brown, 2003). Next, test is a means of measurement. In social sciences, measurement is the process of quantifying the characteristics of persons according to explicit procedures and rules (Bachman, 1995, p.18). Some tests measure general abilities while some others measure very specific competencies. Tests measure performance but the results imply the test takers' ability. In the field of applied linguistics, tests' results imply the test-takers' competence. The last component of a test is a given domain. Tests are constructed to measure the test-taker's ability within a certain domain.

While a test is prepared administrative procedures that are scheduled for some particular times in a curriculum, assessment is, on the other hand, an ongoing process that encompasses wider domain. Assessment can be done formally and informally. Informal assessment can be taken by a teacher when students answer questions, give comments, or even try to use new words or expressions. Thus, it can take forms as "incidental, unplanned comments and responses along with coaching and other impromptu feedback to the students" (Brown, 2003, p.5). Some examples of informal assessments are teachers' comments which serve as feedback such as "good job!", "Did you say *rent* or *lent*?", "Well, I think what you mean is I broke the glass, not I break the glass".

On the other hand, formal assessments are “exercises or procedures specifically designed to tap into a storehouse of skills and knowledge” (Brown, 2003, p.6). This kind of assessment is a systematic and planned sampling technique used by teacher to measure students’ achievement. From this point, it can be said that all tests are formal assessment although not all formal assessment is testing because tests are usually relatively time-constrained. Portfolio can be seen as a formal assessment but it is hardly called as a test.

In the teaching practice, assessment can also be viewed from two functions which are identified as formative and summative assessment. Most of the informal assessment in the classroom can be grouped as formative assessment in which teachers give feedback to improve the learners’ ability. Hence, the formative assessment is mainly focused on the ongoing development of learners’ language ability. Summative assessment is the one prepared by teachers to measure students’ achievement at the end of the course.

Another distinction of assessment is known as norm-referenced tests (NR) and criterion-referenced tests (CR) (Brown, 2003, Douglas, 2000). The purpose of NR is to place test-takers in a continuum rank. The test-takers’ achievement is based on their rank. Examples of NR tests are standardized tests like Scholastic Aptitude Test (SAT) or the Test of English as a Foreign Language (TOEFL). The CR test is aimed to maximize the distinctions among the test-takers so as to rank them based on the ability tested. Thus, test-takers who can meet the criteria determined can pass the test.

Historically, there are two major testing approaches in language testing called Discrete-Point and Integrative Testing. Discrete-Point is based on a view that language can be broken down into its components and the parts can be tested separately. Those components of language : speaking, writing, reading, listening, and other units of language such as phonology, syntax, morphology, lexicon, vocabulary, and discourse. Another argument says that language competence is a unified set of interacting abilities that cannot be tested separately. Communicative competence is global and requires integration. This argument was then known as unitary trait hypothesis which suggested indivisible view of language proficiency : the four skills of language, vocabulary, grammar, and phonology cannot be disentangled from each other in language performance (Brown, 2003).

In the mid 1980s, the argument about unitary trait hypothesis was abandoned and people started to design communicative language testing tasks with a focus on communicative performance. Bachman and Palmer stressed the need to consider both language test performance and language use. They also emphasized the importance of strategic competence which is “the ability to compensate for breakdowns as well as to enhance the rhetorical effect of utterances” (Brown, 2003, p.10). The challenge faced by test designers is to provide real-world tasks that must be performed by test-takers. The real-world tasks allow the test-takers demonstrate their language competence through their performance. One characteristic of performance-based assessment is the presence of interactive tasks.

From the explanation above, it can be concluded that assessment is an integral part of the teaching-learning cycle. Tests are the subset of assessment which can give feedback as well as input about the learners' achievement and the success of the teaching. Brown (2003, p.16) provides some basic principles of assessment :

- Periodic assessments, both formal and informal can increase motivation by serving as milestones of student progress
- Appropriate assessments aid in the reinforcement and retention of information
- Assessment can confirm areas of strength and pinpoint areas needing further work.
- Assessment can provide a sense of periodic closure to modules within a curriculum.
- Assessments can promote student autonomy by encouraging students' self-evaluation of their progress.
- Assessment can spur learners to set goals for themselves.
- Assessments can aid in evaluating teaching effectiveness.

The relationship and position of test, assessment, and teaching can be shown in figure 12.

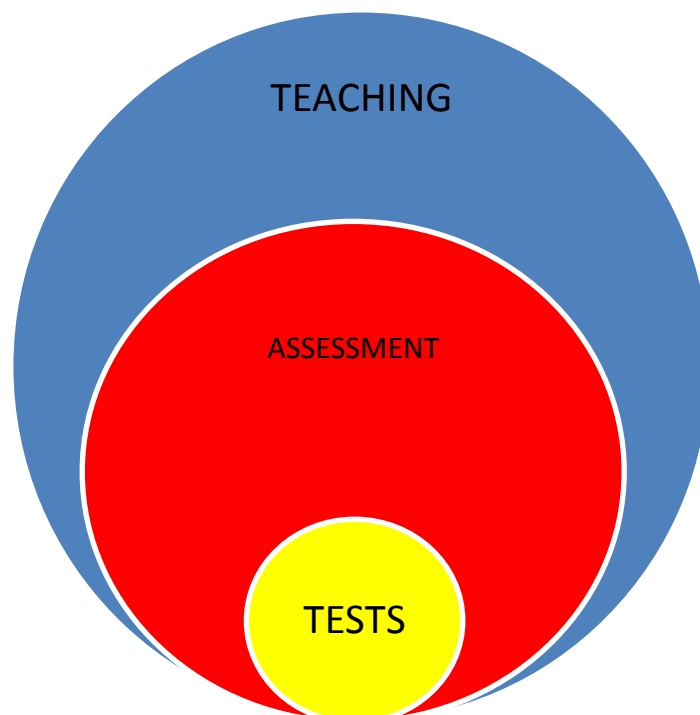


Figure 12. Tests, Assessment, and Teaching (Brown, 2003, p.5)

The figure above describes that teaching is a part of teaching and learning process. Assessment can be done both in formal and informal way by teachers. Assessment can be done in some forms. One of the assessment types is test that can be regularly scheduled or conducted sometime during the class session.

2.2.4.4.2 Principles of Language Assessment

There are some basic principles of developing assessment which shall guide test or assessment designers in developing the instruments. Borrowing Brown's idea, the basic principles of a test are : practicality, reliability, validity, authenticity, and washback (Brown, 2003). Each principle will be discussed further in the following section.

(a) practicality:

A test is practical when it is not excessively expensive and time consuming, it is relatively easy to administer, and it has a scoring/evaluation procedure that is specific and time-efficient.

(b) Reliability

Malloy and Uman (2005) say that reliability shows the degree to which the results from one assessment is similar if the assessment were administered again (with no additional education or training). In other words, a test is reliable when the test-takers achieves nearly the same score if he or she retakes the test. Meanwhile, Brown (2003) argues that a test is reliable when it is consistent and dependable. Further, he explains that the reliability of a test may be influenced by student-related reliability (for example students' physical or psychological factors); rater reliability such as human error, subjectivity or bias in the scoring process. Inter-rater reliability occurs when two or more scorers give inconsistent scores of the same test due to the lack of experience or attention to the scoring criteria. Intra-rater reliability occurs because of the unclear scoring criteria. The reliability of a test is also influenced by the conditions when the tests are administered (such as noise or uncomfortable situation) and the test itself (too long or ambiguous, has more than one answer). In CR tests, reliability applies to the accuracy of the obtained score and the consistency of the decisions that are based on CR test scores (Bachman, 1995).

(c) Validity

Malloy and Uman (2005) argue that validity is the degree to which a test measures the knowledge and skills it is supposed to measure. They further say that it is particularly important that the questions on a test adequately represent the various performance domains that are required to be competent. According to Fulcher and Davidson (2007), there are four kinds of validity which are recognized as predictive validity, concurrent validity, content validity, and construct validity. Predictive and concurrent validity are considered as criterion-based tests in which the test designers prepare the criteria that he wishes to test and then administer the test. If the criterion or criteria are determined after the tests, the test designers are studying predictive validity. Concurrent validity is studied if the test score and criterion score are determined at the same time. It is studied when one test is proposed to substitute another test or when a test is shown to correlate with some contemporary criteria. Content validity is established deductively by taking samples from which conclusion will be drawn. The test-takers are also required to perform the behavior being measured. Construct validity is either directly or empirically measured from a theory, hypothesis, or model that attempts to explain observed phenomena in our perception. For examples “proficiency” and “communicative competence” are linguistics constructs; “self-esteem” and “motivation” are psychological constructs.

(d) Authenticity

Douglas (2000, p. 17) defines authenticity as “a function of an interaction between a language user and a discourse, and proposes two aspects of authenticity: situational and interactional”. Situational authenticity is shown by the relationship between the task characteristics and the features of the tasks in the real-world situation. Interactional authenticity involves the relationship between the test-takers specific purpose language ability with the tasks. Brown (2003) suggests authenticity to be presented in natural language, the choice of contextualized items, relevant and interesting topics for the learners, thematic organization, and real-world tasks.

(e) Washback

It is the effect of testing on teaching and learning in terms of how students prepare for the test. One way to enhance washback is by giving comment on test performance.

The explanation above can be sum up and illustrated in a table. Table 3 describes the levels of fulfilment of principled evaluation (practicality, reliability, validity, authenticity, and washback) from different kinds of assessment such as portfolio, journal, conference, interview, observation, and self or peer assessment.

Table 3. Principled evaluation of alternative to assessment (Brown, 2003)

Principle	Portfolio	Journal	Conference	Interview	Observation	Self/Peer
Practicality	Low	Low	Low	Mod	mod	Mod
Reliability	Mod	Mod	Low	Mod	mod	Low
Face validity	High	Mod	High	High	High	Mod
Content validity	High	High	High	High	High	High
Washback	High	High	High	Mod	mod	High
authenticity	High	High	High	Mod	High	High

2.2.4.4.3 Scoring language assessment

There are three main kinds of assessment strategies which are commonly used to make decision about achievement and competency (Malloy and Uman, 2005).

Those strategies are :

- a) **Structured Response** : A set of pre-selected responses to questions is provided for the test-takers. The test questions may take form as true-false questions, multiple choices, matching questions and similar other types of test questions.

- b) Constructed Response : Test takers are asked to answer questions to demonstrate mastery of content. This type of assessment needs raters or judges to make decisions about whether the answers of the test takers are correct. Tests are scored using a rubric or a guidance. The test questions may take form of essay, short answer questions or fill in the blank questions.
- c) Performance Assessments : this type of assessment requires test takers to perform their skills to show or demonstrate the skills required by their profession. Abedi (2010) says that performance assessment gives language learners an opportunity to demonstrate their knowledge and also disclose more in-depth information on learners' academic needs. The assessment uses a rubric that consists of the attributes and procedures for the success of skill demonstration. Examples of performance assessments include computer-based simulations, oral questioning and live skill demonstration. Performance based assessment is evaluated by a supervisor and or possibly by self and peers (Brown, 2003).

The most recognizable outcome of assessment is realized as the scoring rubric or the rating scale that contains band/level descriptors. For the design of assessment developed in this study, the writer used scoring rubrics. The rubrics or descriptors are drawn from the elements of communicative competence which have been selected for the domain-specific framework (Fulcher and Davidson, 2007). The test-takers' performance scoring is matched with the band descriptor.

2.2.4.4.4 Assessing Language for Specific Purposes

Testing language for specific purposes (LSP) is a special case of communicative language testing in which the test-takers' contextualized communicative language ability will be measured (Douglas, 2000). LSP tests are language tests constructed as a test which involves language for academic purposes and for occupation or professional purposes. Including in this kind of test is language for teaching profession. What teachers know about the language and how they use it in their duty to deliver their subjects in the target language is reflected through their performance in LSP tests.

Despite some criticisms directed to LSP tests, the LSP tests are necessary. Some of the criticisms are (Brown, 2003, p.2) :

- It is much alike general testing with only additional technical vocabulary put in it.
- There is interference between subject knowledge and language knowledge
- There is no technical justification for specific purpose language testing
- Logical end of specificity is a test for one person at one time.

Despite the criticisms aforementioned, this kind of test is necessary because of some reasons below :

- Language performances vary with contexts
- Specific purpose language is precise in lexical, semantic, syntactic and phonological characteristics of language used in certain field. The specific characteristics allow people in that field speak and write more precisely that outsiders sometimes find impenetrable.

In fact, LSP tests are different from general language tests. Douglas (2000) shows there are at least two aspects which make them different : (i) authenticity of tasks and (ii) interaction between language knowledge and specific purpose content knowledge. It is authentic by which the test takers should be able to carry on the tasks in real or actual target situation. To carry on the tasks, the test-takers' background knowledge is crucial. The background knowledge of the test-takers play important role in shaping the test-takers' specific purpose language ability.

In term of NR (norm –referenced language testing) and CR (criterion-referenced language testing) as explained in the previous part, LSP testing can be based on the two approaches with dominance on CR. The test-takers' language ability in certain context is given more concern. LSP tests can be developed as either NR or CR tests but CR testing seems more dominant to the LSP tests. The characteristic which marks the LSP tests as one of CR tests is the precision. LSP tests concern on precision and so do CR tests. In relation to the topic of this dissertation, the assessment of bilingual primary school teachers' communicative competence can be categorized as LSP or Language for Specific Purposes test.

2.2.5 Bilingual Schools

The learning of a second or foreign language can take place in some contexts such as in natural context which includes the learning of a second or foreign language in majority language contexts, in official language context, or in international context; and in educational contexts in which one of them is through immersion program (Ellis, 1994). Language immersion program is a method of

teaching a second language where members of the majority group are educated through the medium of the target language (Pacific Policy Research Center, 2010; Ellis, 1994). Rod Ellis explains there are a number of variants of this program depending on the age of the learners when they start the program and the kind of the immersion program. Baker (2006) contends that there are three generic levels of entry into language immersion education according to age:

- Early immersion : it is when students begin the second language from age 5 to 6
- Middle immersion : it is when students begin the second language from age 9 to 10
- Late immersion : it is when students begin the second language from age 11 to 14

The types of immersion program are mainly in the form of (a) full immersion in which more or less instruction is conducted in the target language (b) partial immersion in which only part of the curriculum is taught through the target language (Ellis, 1994) and (c) two-way immersion which “integrate language minority students and language majority students in the same classroom with the goal of academic excellence and bilingual proficiency for both student groups” (Christian, 1997 in Pacific Policy Research Center, 2010).

From the above exposition, it can be clearly seen that immersion program can take form as bilingual education. Bilingual education is characterized by the use of instruction in two languages as medium of instruction for any part, or all, of the school curriculum (Anderson, Boyer, & Southwest Educational

Development Laboratory, 1970 in PPRC, 2010) . Bilingual education does not include programs which do not use bilingual instruction although the schools have bilingual students. It also excludes schools which only teaches the target language as a “subject” (Cummins & Hornberger, 2008).

Stephen May (2008) categorizes bilingual education as subtractive and additive programs :

A program is considered subtractive if it promotes monolingual learning in the dominant language, either losing or replacing one language with another. A program can be considered additive if it promotes bilingualism and biliteracy over the long term, usually by adding another language to the student’s existing repertoire”.

Further, she also classifies bilingual education into four categories called as :

- transitional models
- maintenance models
- enrichment models
- heritage model of bilingual education.

The transitional model is bilingual only at first but later it is monolingual. It starts with the use of L1 but later the L2 (which is the dominant language) will take over all the use of L1. The aim is not bilingualism or biliteracy but monolingual of the dominant language. It is usually applied in early education level such as kindergarten or elementary school.

Maintenance bilingual education does not involve the development of minority language, it only involves the maintenance of the minority language. It

aims to form a solid academic base for the students in their L1 that “in turn facilitates the acquisition of literacy in an L2, on the basis of the developmental interdependence principle”.

Enrichment bilingual education’s goal is bilingualism and biliteracy. It also aims to maintain the minority language in the community. It focuses on teaching students academic proficiency through the medium of a second language, whereupon literacy in the second language can be attained. It is different from maintenance model as it aims to extend the influence of minority language to enrich the national culture or to achieve cultural pluralism and autonomy of cultural groups.

The heritage model falls between the maintenance and enrichment. It is especially to conserve and maintain language which is lost or in danger. Thus it can be said that maintenance, enrichment, and heritage bilingual education models are additive while transitional model is subtractive.

In regard to teachers of bilingual or immersion program, Met and Lorenz (in Klee, Lynch, and Tarone, 2013) state that more than non-immersion teachers, they must frequently :

- prepare and adapt materials
- contextualize
- make the abstract concrete
- teach thematically
- assess student progress using a variety of language and non-language based techniques

- use more cooperative learning
- be familiar with second language acquisition theory and research
- be aware of literacy development in two languages
- teach social and academic language
- promote output
- instruct on the cultures of second language communities
- be able to apply general education trends to language immersion

To be effective, immersion or bilingual program teachers must be proficient in the language of instruction. They must be able to use contextual clues and they should be using more cooperative learning to enhance students' understanding. They are not only responsible for the content of the subject but they must also help students develop social language. Swain suggests (2013) teachers of immersion or bilingual program should combine content and language teaching. For teachers of bilingual or immersion program, this condition give an advantage in knowing both the language and content needs of the students. However, on the other hand, this also gives them a heavy burden because they have to do the tasks of two teachers: the language teacher and the content subject teacher.

2.2.6 Bilingual Schools in Indonesia

In Indonesia, bilingual education can be found in different levels of education, starting from kindergarten until high schools. Mostly, bilingual schools in Indonesia are partial immersion in which there are some parts of the school

curriculum taught in the first language. There are some variants of partial immersion or bilingual education programs applied in Indonesia. Some schools use the target language in almost all subjects except for Indonesian language, local (traditional) language, and other foreign languages. Several other schools only teach some subjects in the target language. Some of the subjects are mathematics, science, TIK (ICT --information Computer technology) and arts. Mainly schools prefer to teach mathematics and science in English with a hope that they will produce globally competitive graduates because mathematics and science are seen as the base for technology development (Supriyadi, 2012).

Almost all Indonesian schools which offer immersion programs include English as the language of instruction. Some other schools also use other foreign languages such as Arabic, Mandarin, and French. Therefore, it is possible that the schools are multilingual programs. Despite the attraction of other foreign languages, English as the most widely used international language has dominated the bilingual or multilingual schools. In fact, English has got its first place as foreign language in Indonesia. This beneficial situation has been caught by educational institutions especially from the private or non-government sector to open immersion programs. In reality, these programs are commonly found in big cities (capital city of provinces) in Indonesia. The use of English as the language of instruction has become a part of marketing strategies for private schools to get more students.

Nowadays, there are more and more schools open and offer immersion program with various programs which sound marketable. Some labels are used to

name the programs such as “smart class”, “special class”, “international class”, etc. The main characteristic of the programs is the use of English in teaching and learning process in some or all subjects. The school may use national curriculum or modification of national curriculum and curriculum from other countries. These programs are different from international schools which have international students, use international curriculum, and use English as the main and only language of instruction.

The target of immersion programs is middle-upper families. It is due to the high tuition fee and the expensive books used by the students. The facilities offered in this program are above the regular programs. Usually, there are two teachers in one class and the classes are in small size where there are fewer students compared to the number of students in regular class. In basic education level, the classroom are commonly designed in such a way to enable teacher and students have communicative interaction. Some schools may also hire native speakers of English to teach.

Some schools are under the category of transitional bilingual schools where in the first years, L1 or mixed language is still used but in the higher level, all content subjects are taught in English. Some others apply enrichment model in which students are expected to be bilingual and biliterate by having high proficiency in both languages as well as having cultural awareness in both languages. Thus, students are expected to be ready and able to participate in the global community because they can adapt themselves in the target language culture without losing their identity in the first language culture.

2.3 Theoretical Framework

From the writer's experiences as teacher trainer, the writer found that in the field there were some gaps between :

- a. Teachers' readiness to teach in English and the purpose of bilingual program.

Due to some reasons, some teachers are not ready to teach their subjects in English although the schools have launched the bilingual program which aims to prepare students to be bilingual in English and Indonesian. Meanwhile, the teachers' educational background does not always support both the content and language teaching. Those who graduate from English department do not have supporting knowledge background of the subject content while those who are non-English department graduates may find it hard to teach in English. Hence, there is a gap between teachers' readiness to teach at the bilingual program and the purpose of the bilingual program.

- b. Teachers' expectation to have continuous trainings to improve their language competences and school's professional development program.

The teachers commonly do not receive continuous trainings to improve their language competences. Schools only provide trainings before the launching of the program or during the new teacher orientation.

- c. Parents' expectations towards teachers' communicative competence and the real communicative competence of the teachers.

Parents who send their children to the schools have great expectations that someday their children will be bilingual. They believe teachers at school

can help their children improve their English ability though in fact not all teachers are capable of doing so because they do not have previous experiences in teaching using English.

The problems above have inspired and encouraged the writer to develop a training course program to enhance teachers' communicative competence in English. The training is supposed to be a part of teachers' professional development. The training is also completed with assessment to know the level of teachers' communicative competence.

The design of the training is based on the components of communicative competence as proposed by Celce-Murcia (2007). Those components are :

- linguistic competence
- sociocultural competence
- strategic competence
- formulaic competence
- discourse competence
- interactional competence.

Basically, the design of the English training course program is based on the model of language course proposed by Kathleen Grave (2000) which consists of four main components :

- (1) learners' needs
- (2) objectives,
- (3) content which includes the syllabus
- (4) assessment.

Combining the concepts of communicative competence and the design of English training course design, the end product of this study is a model of English training course program for teachers of bilingual primary schools.

The theoretical framework of this study can be described in the following

figure:

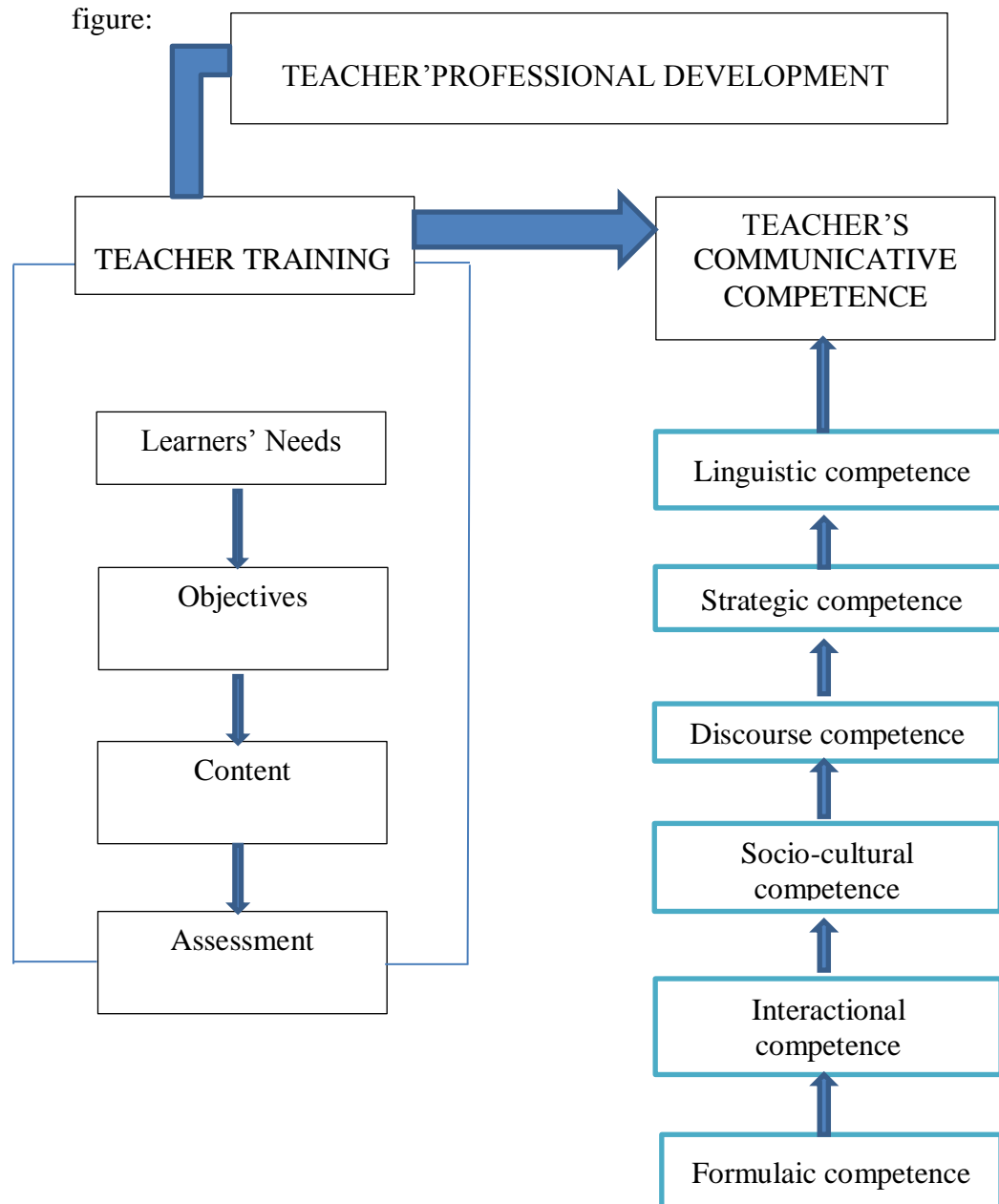


Figure 13. The Theoretical Framework

To develop the English training course design, the writer starts from the learners' needs. The analysis of the learners' needs are used to formulate the objectives of the training course program. From the objectives, the writer can arrange and design the syllabus (content) of the course. Assessment is designed to evaluate all the components of the course including the trainer and the training course participants. Overall, the training course is designed to enhance teachers' communicative competence which comprises of linguistic, sociocultural, strategic, formulaic, discourse, and interactional competences.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design, the research procedure, the subjects of the research, instrument, data collection, validation, and data analysis. Systematically, the explanation of each phase of the research design is presented in the following subchapters. There are three main phases involved in this research. Those are : the exploratory phase, the development phase, and the field-testing phase. The discussion below starts with the research design.

3.1 Research Design

This research was designed as an educational research and development study (R and D). Gall, Gall, and Borg (2003, p. 569) mention that :

Educational Research and Development (Educational R & D) is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard.

Further, Borg and Gall (1983, p. 772) define Educational R & D as the following :

Educational Research and Development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research

findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising to correct the deficiencies found in the field-testing stage. In more rigorous programs of R & D, this cycle is repeated until the field-test data indicate that the product meets its defined objectives.

This developmental research involved several phases and procedures of inquiry such as collecting research information, planning, developing preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, dissemination and implementation (Borg dan Gall, 1983, pp. 775-776).

Richey and Klein (2005) explain there are two types of research and developmental design referred to as type 1 and type 2. Quoted Richey and Klein, type 1 focuses on a given instructional product, program, process, or tool. Generally, it deals with product design, development, and evaluation. Meanwhile, type 2 focuses upon a given design, development, or evaluation model or process. It involves constructing, validating, and identifying conditions that facilitate the successful use of the product. In every phase of research and developmental study, the researcher can employ some methods. The following table shows and summarizes some possible methods that can be used in every phase.

Table 4. Common research methods in developmental studies

Type of developmental research	Function/phase	Research methodologies employed
Type 1	Product design & development	Case study, in-depth interview, field observation, document analysis.
Type 1	Product evaluation	Evaluation, case study, survey, in-depth interview, document analysis.
	Validation of tool or technique	Evaluation, experimental, expert review, in-depth interview, survey
Type 2	Model Development	Literature review, case study, survey, Delphi, think-aloud protocols.
Type 2	Model Use	Survey, in-depth interview, case study, field observation, document analysis
Type 2	Model validation	Experimental, in-depth interview, expert review, replication

Summarizing the concepts and procedures of research and developmental studies, Sugiyono (2012) explains that the R and D studies follow these following procedures:

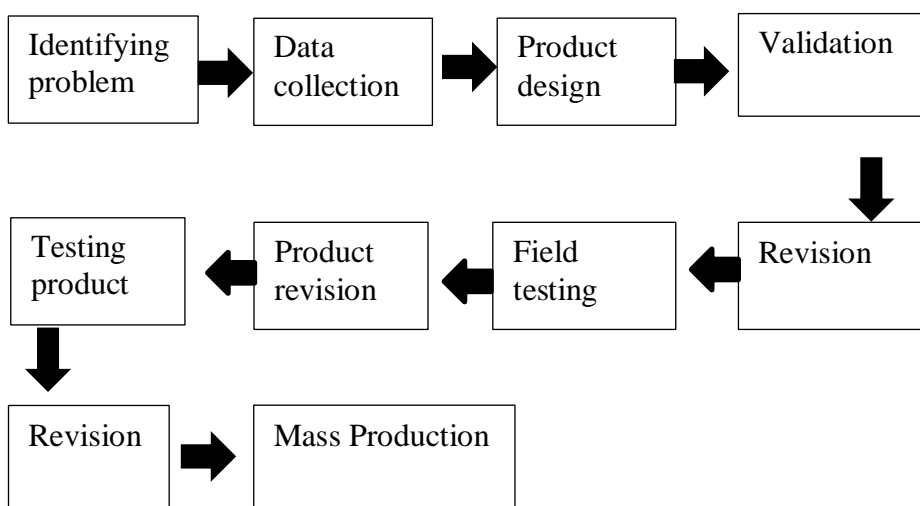


Figure 14. The cycles of R and D studies

According to Sugiyono (2012, pp. 298-311), the research starts with identifying and formulating the problem. The next step is gathering information or data about the problem. After analysing the data, the researcher will start to design the product. The design of the new product or system is validated. The validation process is done by inviting some experts or experienced professionals to give input and evaluation upon the design so that the strengths and weaknesses can be revealed and reviewed. Validation can be done in discussion forum where the researcher presents and explains the process and details of his or her design. The input received from the experts is used to revise the design. The revised design is then developed into product and tried out in the field. After the try-out, the

product is revised again until it fits the effectiveness criteria set by the researcher. Until this process, the product is ready for mass production.

From the methodologies of R and D studies outlined above, the writer followed the procedure proposed by Borg and Gall. The steps quoted from Borg and Gall above were scrutinized and summarized in four main steps : (1) the exploratory phase; (2) model development phase ; (3) model field-testing and (4) dissemination. The writer referred to Richey (type 2 model development) and Sugiyono's suggestions on some varieties of research methods to be employed in every phase.

In this study, the exploratory phase was based on the research questions which aimed to investigate the existing English training course employed by schools to develop teachers' communicative competence and what the teachers needed to improve their communicative competence. Qualitative approach was applied in this phase. Creswell (2009, p.4) defines qualitative research as a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. This method is meant to dig and gain data from natural setting. The output of this phase was an analysis of the existing model of English training course for teachers at bilingual primary schools with the discussion of their strengths and weaknesses. Besides, from this phase, the writer also got the analysis of teachers' needs to improve their communicative competence and the discussion of the needs which were not covered by the existing training courses. The model development phase was developed based on the result of library research and expert judgment. In this phase, the writer also involved experts for

validation process. Meanwhile, experimental study was applied in the model field-testing phase and the data were analyzed quantitatively. Quantitative method is understood as a means for testing objective theories by examining the relationship among variables (Creswell, 2009, p.4). The scheme of this study is described in the following figure :

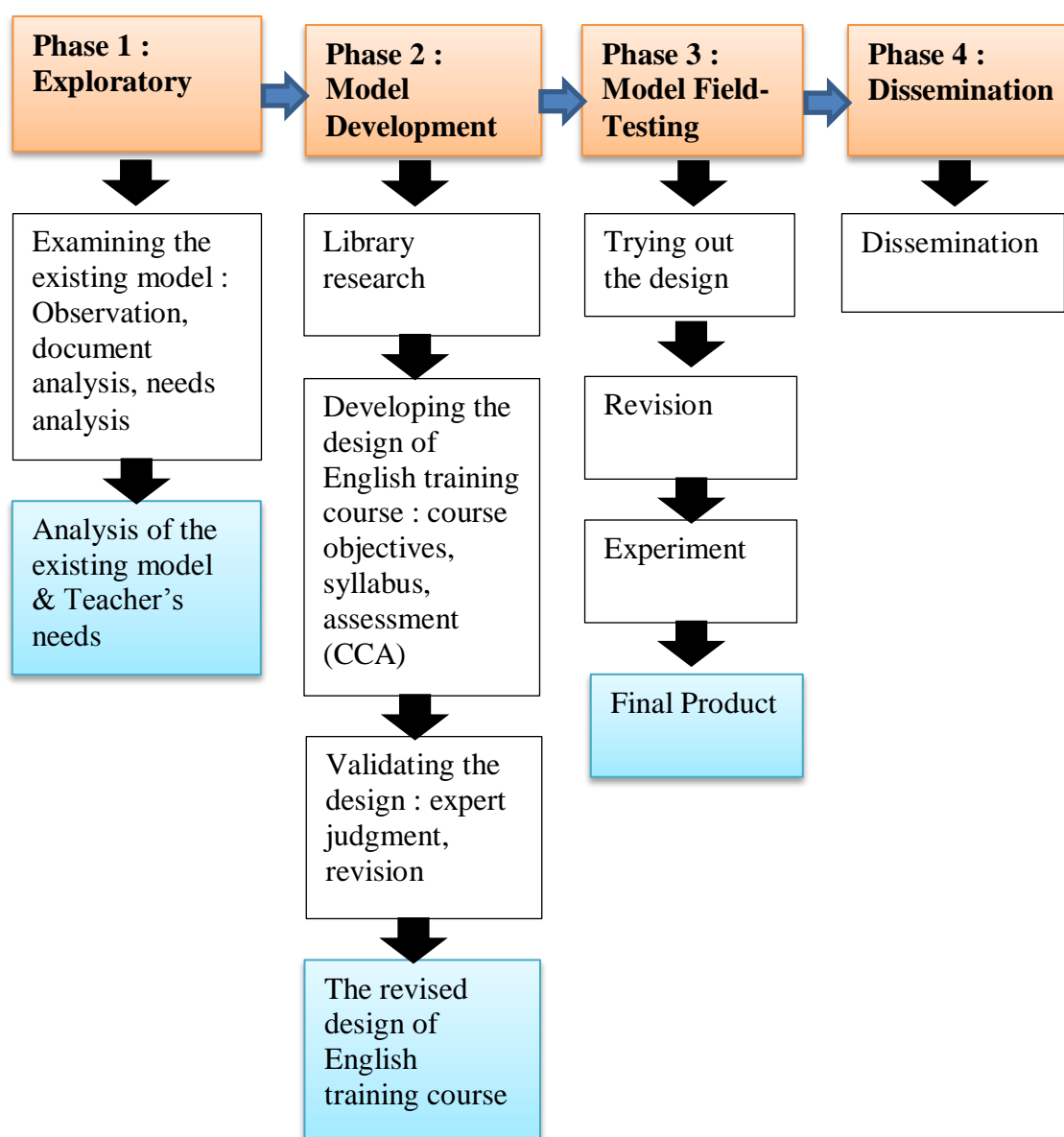


Figure 15. The scheme of the study

3.2 Research Procedures

As it was explained above, this study was an educational R and D study. To conduct this study, the writer followed several steps as presented below:

3.2.1 Preparation

In this phase, the writer made some preparation before collecting and analyzing the data. Some of the preparation dealt with literary studies which became the base for the writer to conduct needs analysis and develop the model in the next phases. The other preparation included these following steps:

- a. Searching for information about primary level schools in Semarang which have bilingual programs. Choosing some of the schools as the location of the research. The writer decided to involve five private schools in this study. The decision to choose those five private schools was based on the consideration that the writer could get easier access in terms of location and permission to conduct research in those schools compared to other private schools. The other consideration was those five schools met the criteria for being the subjects of this research. Those five schools were Terang Bangsa Christian elementary school, Kebon Dalem 1 Elementary School, Kebon Dalem 2 Elementary School, Tri Tunggal Christian Elementary School, and Daniel Creative School--Elementary School. Terang Bangsa School has bilingual program which is called "English Program or EP class", this school is located on Jl. Arteri Utara Komplek Grand Marina Semarang; Kebon Dalem 1 Elementary school, is located on Gg. Pinggir 62 Semarang and it runs

bilingual program for science and math at lower level classes (1st until 3rd grade); Kebon Dalem 2 is located on Jl. Arum Sari Raya Semarang. Similar to Kebon Dalem 1, this school only runs bilingual program for science and math at lower level classes (1st until 3rd grade); Tri Tunggal Elementary Christian Elementary School is located at Semarang Indah Blok F no 1 Semarang, and it has bilingual program which is called immersion program; and Daniel Creative School is at Puri Anjasmoro Blok J/10 A. It is a national school which combines national and international curriculum. Although those schools have their own uniqueness, they run similar program, that is the bilingual program. The teachers in all of those schools have to deliver non-English subjects in English and manage their classes in English.

- b. Asking the National Education Board (*Dinas Pendidikan Nasional*) Semarang City to issue the permission letter for the writer to take data and conduct research at some private schools in Semarang which have bilingual program.
- c. Asking the permission of the schools to conduct research and making appointment with the school principles to discuss about the research.
- d. Having discussion with the school principles about the research plan and scheduling the first research activities which included data collection (interviews with school principles and teachers, questionnaire distribution, and focus group discussion with teachers).

3.2.2. Exploratory Phase

There were several activities done in this phase. Basically, the purpose of this phase was to examine the existing model of English training course for teachers and to find out the teachers' needs of English trainings. The procedure of this phase was arranged based on the needs of developing an English training course for specific purpose which was in this case English for teaching. Richards (2001, p.32) maintains, "Rather than developing a course around an analysis of the language, an ESP approach starts instead with an analysis of the learners' needs". Thus, this exploratory phase followed the steps below:

a. Conducting Needs analysis.

To conduct the needs analysis, the writer followed several procedures. Firstly, the researcher made an appointment with the school principals and arranged the schedule for distributing questionnaire, conducting interview, and focus group discussion. Next, on the scheduled days, the researcher met the respondents and had the questionnaires distributed. The interview was done right after the respondents completed the questionnaire. In some of the schools involved in this phase, the focus group discussion was done on the same day because the appointment for data collection was scheduled on the day when there were no classes and the teachers had more time for this research. Meanwhile, in some other schools, the interview and focus group discussion were conducted on different days because the only time available was after school. With the limited time, the writer could not take the data on the same day and she had to come to the school several times. All the data

collected were documented in a research journal book, the results of the questionnaires were compiled and coded, the interviews and focus group discussion were video recorded.

b. Analyzing the results of the needs analysis.

The data got from the respondents were analyzed qualitatively and the demographic (personal data) of the respondents were tabulated in a table. Simple quantification of the demographic data was done to support data interpretation in chapter four. The results of the questionnaire, interviews, and focus group discussion were summarized and written as a list of what the teachers need to improve their communicative competence. The results of the data analysis also provided a description of the existing English training for teachers.

3.2.3 Model Development Phase

There were several activities done in this phase. Those activities included :

- library research : the researcher read and learnt some theories related with course development and communicative competence. During the library research, the researcher also searched and keenly read the results of previous related studies. What the researcher got from the references was scrutinized and used as a reference to develop the model.
- designing the model : the researcher made the design of assessment instrument and the model of the English training for the enhancement of bilingual primary school teachers' communicative competence.

- validating the design by consulting with advisors or experts : the model was consulted and discussed with the advisors who also acted as experts. The writer also had discussion with educational practitioners. They are Silvester Goridus Sukur, SS, M.Pd, a book writer, the branch manager of ELTI Kompas Gramedia in Yogyakarta, the national academic manager of language education institution for all branches in Indonesia, and Lucia Setyowati, an Indonesian who has been teaching at elementary school in the United States of America for more than ten years. The input from the advisors were used to revise the model.
- revising the model : the model was revised based on the input from experts.

3.2.4 Field Testing Phase

In this phase, the writer went to the field and tested the model. In the first step, the assessment tool design was tried-out in one school and it involved nine teachers. The assessment included performance assessment, interview, and self-reflection assessment. The assessment was continued with the teacher training. However, the training was only conducted in one day in the form of workshop. From the first field testing, the writer found some parts of the communicative competence assessment and training designs needed to be revised.

Thus, the writer revised the designs. With the revised version which was also validated by the advisors, the writer continued the field testing. The communicative competence assessment was tried out in three other schools involved in this research. The results of the assessment were used as pre-tests to

decide the kind of English training recommended for the teachers. Following this step, the writer arranged an experimental study to see the design is effective or not to improve teachers' communicative competence. This phase involved two schools as the experimental group and control group. There were twenty three teachers involved in this phase.

To prove the hypothesis stated in this phase, the writer did these following steps:

- Trying-out the model
- Conducting pilot study (try-out) to check the validity and reliability of the instrument. The pilot study involved nine teachers from one school.
- Administering pre-tests
- Analyzing the results of pre-tests
- Determining control group and experimental group
- Giving treatments to the experimental group for two months
- Administering post-tests
- Conducting test of normality to see if the data had normal distribution
- Conducting T-test to see if the treatment was effective

The data got from this phase were quantitatively analyzed using SPSS. From the data analysis, it could be concluded if the treatment given was effective or not and to what extent it was effective. The results of the analysis were presented in chapter four of this dissertation.

3.2.5 Dissemination

The results of the research were written as articles or papers and disseminated in some international conferences such as Asian EFL International conference (Philippines, 2014), Indonesia Focus Conference (2015 in the United States of America), Ohio Tesol Conference (2015), 9th Malaysia International Conference on Languages, Literatures, and Culture (Penang, Malaysia, 2016). The general idea of communicative competence assessment for teachers of bilingual schools in Indonesia has been published in Asian EFL journal, the Professional Teaching Issue number 91 in April 2016.

3.3 The Subjects of the Research

The subjects of this research were school principals and teachers at Kebon Dalem 1 Elementary School Semarang, SD Kebon Dalem 2 Elementary School Semarang, Terang Bangsa Christian Elementary School Semarang, Tri Tunggal Semarang Christian Elementary School, and DCS (Daniel Creative School Semarang). The number of teachers involved were 56 teachers and five school principals. From 56 teachers involved, 8 of them were male while the rest or 48 of them were female teachers.

3.4 Instruments, Data Collection, Validation, and Data Analysis

In the following part below, the writer presents the description of the instruments, how the data were collected, validation, and how the data were analyzed. The descriptions are presented in the discussion of each phase.

3.4.1 Instruments, Data Collection, Validation, and Data Analysis in the Exploratory Phase

The aim of this phase was to examine the existing model of English training course for communicative competence development of bilingual school teachers and to get data of what bilingual teachers needed to develop their communicative competence. The instruments used in this phase were open-ended questionnaire, interviews, and focus group discussion.

The questionnaire consisted of two parts: the first part was asking the respondents' personal background while the second part was about the teachers' training experience and what they expected to get in the future to develop their communicative competence in English. The respondents could freely express their opinion in the space provided in the open-ended questionnaire. The use of open-ended questionnaire was aimed to gain more opinion from the respondents.

Meanwhile, the interview with teachers was guided with the profile of communicative needs which was adapted from Schutz and Derwing (1981 in Richards, 2002). The profile of communicative needs includes the following items: personal data, purpose, setting, interactional variables, medium, mode, and channel, dialect, target level, anticipated communicative events, and the key. The details of each item are presented in the following table.

Table 5. Profile of Communicative Needs (Schutz and Derwing, 1981 in Richards, 2002, p.34)

1.	Personal	Culturally significant information about the individual, such as language background
2.	Purpose	Occupational or educational objective for which the target language is required
3.	Setting	Physical and psychosocial setting in which the target language is required
4.	Interactional variables	Such as the role of relationships to be involved in the target language use
5.	Medium, mode, and channel	Communicative means
6.	Dialects	Information dialects to be utilized
7.	Target level	Level of competence required in the target language
8.	Anticipated communicative events	Micro-and macro-activities
9.	Key	The specific manner in which communication is actually carried out

Adapted the model of the Profile of Communicative Needs by Schutz and Derwing, the researcher used this profile to guide the interviews and to design the questionnaire. The adapted profile is described in the table below:

Table 6. Guided communicative needs profile for interview

1.	Personal	Who the employees are, their age, sex, educational background, work experience
2.	Purpose	The kinds of outcomes expected, such as the types of communicative skills the teachers need to develop
3.	Setting	The kind of bilingual program and the subjects the teachers teach
4.	Interactional variables	The role relationships between teachers and students
5.	Medium, mode, and channel	Whether spoken or written
6.	Dialects	Whether both formal and casual styles
7.	Target level	Whether basic, intermediate, or advanced level
8.	Anticipated communicative events	Whether the teachers use English during the lesson

The interview was also done with the school principals. The interviews were more about the efforts of the school to provide English trainings for the teachers. Focus group discussion with the teachers was to reconfirm the results of the questionnaire and interview.

To ensure the internal validity, triangulation was employed. Following the strategies of employing data triangulation suggested by Cresswell (2009, p. 199), data were collected through multiple sources: interviews, observation, and focus group discussion. It also involved different sources of data including teachers and school principals. The method of data analysis applied in this phase was descriptive qualitative.

3.4.2 Instrument, Data Collection, Validation, and Data Analysis in the Model Development Phase

The aim of this phase is to develop the model of English training course to enhance the communicative competence of teachers at the bilingual programs. The instruments employed in this phase were library research and in-depth discussion with the experts. The research method applied in this phase was normative qualitative.

Specifically, the model developed in this study is English teacher training which comprises of some components: the objectives, the content of the program (syllabus), and the assessment (Grave, 2000). Assessment becomes the central point of this model as the objective and the content of the in-service teacher training program will start from the result of the assessment. The model of the

assessment was adopted from the framework of communicative competence assessment by Pillar (2011). His communicative competence test instruments were designed to “incorporate the assessment criteria relative to linguistic competence, discourse fluency, sociolinguistic competence, and strategic competence” (p.31). This study was based on Celce-Murcia’s design of communicative competence which adds sociocultural and formulaic competence as addition to the communicative competence aspects used in Pillar’s model.

Pillar applied some strategies to test the subjects’ aural receptive and oral productive skills (2011, p.34). For aural receptive skills, there are several strategies as the following :

- Multiple choice questions
- Brief answers to general comprehension questions
- Who said what ?
- True or false
- Identify the sequence in which sentences are said
- Choose words to complete the sentences
- Matching phrases to form sentences
- Correct jumbled sentences
- Description

For oral productive skills (recorded on video) :

- Monologue
- Questions and answers
- Dialogues and interviews with the researcher

- Role-play based on a learned dialogue
- Description of pictures

Basically, Pillar's test comprises of two tests : the comprehension tests to test the receptive skills and observations to assess productive skills. Three sets of observation instruments designed by Pillar consist of Overall impression, Communicative Performance, and Paralinguistic Elements. The assessment is done through role-play and interview. The observable communicative behavior is formulated on a six-point criterion-referenced scale which range from never, infrequently, sometimes, frequently, mostly, and always.

In this study, the communicative competence assessment model was developed by modifying the model of communicative competence instrument designed by Pillar (2011) with a focus more on the productive skills. The model consists of self-assessment instrument and observation instruments that is communicative performance assessment in the form of interview and performance assessment (teaching). The formulation of the scale is also adopted from Pillar's scale ranged from never, infrequently, sometimes, frequently, mostly, and always which was represented by ordinal number 1-5. The communicative events were arranged based on the components of Celce-Murcia's communicative competence. Following Pillar's standard of measurement, the observable communicative behaviors are measured in term of five areas of measurement : accuracy, fluency, range, appropriacy, and intelligibility.

Meanwhile, the rubric was adopted and modified based on Douglas' framework of assessing language for specific purposes (2000). Rubric is defined

by Bachman (1990 in Douglas, 2000) as “characteristics that specify how test takers are expected to proceed in taking the test and include the instructions, time allocation, and test organization. Douglas himself proposes five main characteristics of rubric which include : (a) specification of objective, (b) procedures for responding, (c) structure of the communicative events : number of tasks, relative importance of tasks, distinction between tasks, (d) time allotment, (e) evaluation : criteria for correctness, and rating procedures. This study also follows the five main characteristics of rubric from Dan Douglas (2000).

The model developed in this phase was validated by experts. The validation was done through a discussion with experts. The expert judgment was used as input to revise and better the model.

3.4.3 Instrument, Data Collection, Validation, and Data Analysis in Model Field-Testing Phase

The field testing was conducted as experimental study with an hypothesis: the treatment (English training course) is effective to enhance teachers' communicative competence. The instrument used in this phase was communicative competence assessment tool which had been developed in the previous phase. The communicative competence assessment was used as pre-test tool to get data about the participants' level of communicative competence before the training. The results of the assessment were used to give recommendation about the appropriate kinds of training should be given to the participants. At the

end of the training, the assessment was conducted again as post-test to see if the training was effective for the participants.

The instrument's validity and reliability were analyzed using Corrected Item-Total Correlation. Meanwhile, to see if the data were normally distributed, Test of Normality was conducted. The result of the test of normality was used as recommendation to conduct T-test which aimed to see if the treatment was effective or not.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the results of the research and developmental study entitled “Developing English Training Course Design for Communicative Competence Enhancement of Bilingual Primary School Teachers”. This chapter is divided into three main parts based on the problem formulation stated in chapter one. The division of this chapter is based on the main research and development phases as so called the exploratory phase, the development phase, the field-testing phase, and the dissemination phase. The results of each phase are systematically presented in the following sub-chapters.

4.1 The Results of the Exploratory Phase

The discussion of this phase is based on the first four research questions which aim to examine the existing English trainings for teachers and the needs analysis.

4.1.1 The existing English trainings for Teachers

The schools under this study did not schedule English training regularly. The trainings they held were mostly based on the needs of the schools and offerings from outside party. From the result of interviews and focus group discussion, the teachers admitted that they hardly received any training related to their English competences for teaching. If they had got trainings, most of the trainings were more about teaching techniques and how to use certain books in the

class. The trainings were usually given by book publishers or outside parties. Some schools held short training on how to teach in English before or even after they launched the bilingual program. The short training was to give teachers basic skills to teach in English including how to open the class, how to deliver lessons, and how to close the class.

From the results of the questionnaire and interviews with teachers, it was found out that 64% of the respondents had ever got trainings held by the schools and 36% admitted that the schools had never given them any trainings. Among those who had ever got trainings, only a few of them received regular trainings from schools to improve their quality as teachers. The rest only got trainings once before the launching of the bilingual program or once they were accepted as teachers at the schools.

The schools under this study could be divided into two groups. The first group consists of schools which opened bilingual program as companion to regular program. Among the schools in this group, there were schools which offered special programs for the bilingual program and gave special names for the programs such as “English Program” or “Immersion Program”. Some of the teachers in these schools were teachers from regular programs who were assigned by the school principals or school foundation to teach at bilingual program. In some of the schools, the teachers from regular program who were assigned to teach at bilingual programs were those who graduated from English department. They commonly did not receive any trainings when they first taught at the bilingual program. However, there were also schools which assigned non-English

subject teachers to teach in English. Meanwhile, new teachers could be non-English department graduates.

For non-English subject teachers, the trainings provided for them were trainings on how to teach in English. The trainings were aimed to prepare teachers teach in English. Therefore, during the trainings, they learnt to use some basic expressions to deliver the lessons and to manage the classrooms. They were taught how to start a class, to explain lessons, to ask questions to students, to review the previous lessons, and to end the class. Basically, they learnt some expressions to use in the class. In other words, the training was more about survival English for classroom interaction.

Within the syllabus of the training, there was micro teaching for teachers. The in-service teacher trainees were requested to prepare their own lesson plans and practice to teach the lessons in front of their colleagues and teacher trainer. Feedback from teacher trainer could be good input for teachers to improve their self-confidence and their English. The teachers who received this kind of trainings admitted that the trainings were very useful for them. However, the trainings were only held for three months and there had not been further trainings for them.

Other kinds of trainings received by teachers were trainings from book publishers. The trainings were mostly about how to use the books published by the publishers. Usually, the trainings were held because the schools used the books and the publishers offered trainings on how to use the books. The focus was on the techniques to use the books including how to make use technology included in the teaching materials.

From the description of the existing trainings above, the common features of the existing English training courses and their strengths and weaknesses can be summarized in the table below :

Table 7. Training on Teaching techniques

Common Features	Strengths	Weaknesses
<ul style="list-style-type: none"> - Purpose : to introduce new teaching techniques to teachers - Length of time : one until three days - Material : teaching techniques - Activities: workshops or seminars. The schools either invite trainers or send their teachers to join workshops or seminars outside the schools. - Participants : all or representative teachers of bilingual program 	<ul style="list-style-type: none"> - does not take too much time - the materials are useful for teachers because they always need more creative techniques - joining workshops or seminars outside the schools will give new experience and broaden the teacher's knowledge 	<ul style="list-style-type: none"> - is not regularly scheduled - though the materials are useful for teachers, the focus is not on the improvement of their English communicative competence

Table 7 highlights the common features of training on teaching techniques as well as its strengths and weaknesses. It is one the existing teacher trainings commonly held by schools and followed by the teachers. This kind of training is

generally useful for teachers. However, it is not regularly scheduled. In fact, the schools mostly sent their teachers to follow this kind of trainings in other institution. Commonly, this training is held in the form of workshop or seminars. In addition, the focus of this training is professional teacher competence and not specifically focuses on the improvement of teachers' English communicative competence.

Table 8. Training on How to Teach in English

Common Features	Strengths	Weaknesses
<ul style="list-style-type: none"> - Purpose : to prepare teachers to teach in English - Length of time : one until two months - Material : basic English skills to teach in English - Activities : workshops, micro - Participants : all teachers of bilingual program 	<p>The materials are really useful for teachers to survive in the classroom.</p>	<ul style="list-style-type: none"> - not continuously held - not all schools have language counselors who can monitor teachers' communicative competence development - the materials are very basic. Teachers are not prepared to anticipate unprepared discourse.

Table 8 highlights the common features of training on how to teach in English. The target of this training is teacher or a group of teachers who do not have any experiences in teaching their subjects in English. The training is usually held before the launching of the bilingual program.

Table 9. Training from Book Publisher

Common Features	Strengths	Weaknesses
<ul style="list-style-type: none"> - Purpose : to enable teachers to effectively use the textbooks for teaching Length of time : one day - Material : how to use books from publishers - Activities : workshops from book publishers - Participants : all teachers of bilingual program 	<p>The materials help teachers to be effective in using the books for teaching.</p>	<p>The training only trains teacher to use the books and does not touch the teacher' communicative competence</p>

Table 9 describes the trainings from book publishers. The common features and the strengths and weaknesses of the training are highlighted in the table. In the next sub-chapter, the writer discusses each of the existing trainings thoroughly.

4.1.1.1 Training on teaching techniques

The schools sometimes sent their teachers to join seminars or workshops held by other institutions with a purpose to improve the quality of the teachers. One of the workshops was training on teaching techniques. From the results of the interview, the teachers mentioned that they always needed new knowledge on teaching techniques. New teaching techniques were useful for teachers but

teachers' creativity was also demanded. Creativity was needed to apply the techniques in the classroom. Besides, teachers' communicative competence was also playing important role. When non-English subject teachers had to teach in English, they had to master both the subject and the language. If the teachers' English communicative competence was excellent, they would hardly find it difficult to use various teaching techniques in the classroom. Trainings on teaching techniques were usually focused on the teaching techniques not on the teachers' ability to use English. Moreover, the trainings were not always conducted in English. It could be conducted in Indonesian. Apart from all the things mentioned above, joining seminars or workshops in other places (not in their own schools) might give new experiences to the teachers.

4.1.1.2 Training on how to teach in English

This training was beneficial for the teachers especially for those who did not have background or experience in teaching using English. The list of simple expressions to open the class, lead a prayer, manage the class, close the class, and transitional expressions to link from one scene to another scene of the teaching presentation such as giving the instructions, explaining the lessons, reviewing the lessons, giving announcement, and giving appraisal really helped teachers to cope with here and there classroom interaction. The teaching simulation was indeed encouraging the teachers to practice applying the expressions in their classrooms. Psychologically, this training increased the teachers' self-confidence in using their English for teaching.

However, the limitation of time had prevented the teachers to explore more formulaic classroom expressions. The expressions learnt were only limited to those fixed common classroom expressions. Teachers would find it hard to give responses to out of classroom expressions. From further interviews with the teachers, some of them admitted that they often found it very difficult to develop a natural conversation with the students if the topic of the conversation was not related with the lesson. Even in one of the schools, the teachers said that they only used English when they explained the lessons (mostly because the materials were taken from bilingual textbook).

4.1.1.3 Trainings from Book Publishers

On the other hand, trainings given by book publishers were very useful especially for more proficient teachers because they did not have to struggle very hard with their English to handle the class. Instead, they could focus now on the materials and the use of IT (information and technology) which accompanied the book. The training which was more or less similar to briefing for effective use of the textbooks helped teachers to apply smart strategies to effectively use the textbook for teaching. The training might also inspire the teachers to find new teaching techniques. Nevertheless, for teachers who still had to struggle with their English, the trainings did not really help them to improve their communicative competence in English. They might tend to focus only on the way to deliver the materials in the textbooks to the students or see the training as a double burden for them.

4.1.2 The Existing Assessment for Teachers

One of the crucial components of a language course is assessment (Grave, 2000). From the results of interview and focus group discussion, it was found out that there were several assessment tools used by schools to measure teachers' English proficiency especially during the teacher recruitment process. Those assessment tools included TOEFL, micro teaching, interview, and translation.

Proficiency tests like TOEFL was useful to assess the linguistic competence of the teacher candidates. In fact, this proficiency test was recommended for those who planned to continue their study abroad and this kind of proficiency test was under the category of norm-referenced test (NR). The use of TOEFL to assess teacher's language competences could give a description of teachers' linguistic competence level. However, TOEFL could not precisely measure the other communicative competence aspects.

Another assessment which was used by the schools was micro teaching. Micro teaching is one kind of performance-based assessment. This assessment may give description of teachers' communicative competence but due to some factors like unnatural discourse and limited assessment time, micro teaching alone does not give comprehensive report of teachers' communicative competence.

Interview is effective to measure teachers' aural productive skills. During the interview, teachers' communicative competence can be assessed. However, the interviewer must be trained or experienced interviewer who can assess teachers' communicative competence aspects.

One of the schools under this study asked the teacher candidate to do translation work at the recruitment process. This form of assessment did not assess teachers' oral productive skills which were vital for teaching profession. From this assessment, the school got data about teachers' linguistic and written discourse competence but not other aspects.

From the discussion above, it can be said that each kind of assessment tool used by the schools has its own strengths and weaknesses. The following table summarizes the strengths and weaknesses of each assessment tool used by the schools under this study.

Table 10. The existing assessment

Assessment tool	Strength	Weakness / limitation
TOEFL	Its validity and reliability has been admitted internationally.	Only covers the linguistic competence aspect
Micro-teaching	It can give description of teachers' communicative competence	The discourse is not natural.
Interview	It is effective enough to access teachers' communicative competence.	Only experienced assessors who have enough knowledge background about communicative competence can do the assessment.
Translation	The materials are flexible.	Limited on the assessment of linguistic and written discourse competence.

4.2 Needs Analysis

The Profile of Communicative Needs and what the teachers need to improve their communicative competence are presented in this part. The needs analysis results were summarized in the profile of communicative needs and it was further translated into narrative showing what the teachers needed to improve their communicative competence.

4.2.1 The Profile of Communicative Needs

The needs analysis was based on the Profile of Communicative Needs Model of Schutz and Derwing (1981 in Richards, 2002). It comprised of some main parts such as teachers' personal background, the schools or subjects they taught, what aspect of communicative competence they needed to develop, how they interacted in English with their students, the frequency to use English at school, and the problems they faced when they taught in English. The profile of communicative needs was completed by using questionnaire and interview. The Communicative needs profile of all participants is summarized below:

a. Personal

The respondents are the teachers of bilingual programs (English-Indonesian) at Tri Tunggal Elementary School, Terang Bangsa School, Kebon Dalem 1 School, Kebon Dalem 2 School, Daniel Creative School. 43 % of the respondents are under 30 years old and 57 % are above 30 years old. 14 % of the respondents are male while 86 % are female. 59 % of the respondents are English Department graduates and 41 % are non-English Department graduates. Half of the

respondents are teachers who are assigned by schools to teach at the bilingual program and the other half are those who teach at the program because of their own will.

b. Purpose

The kinds of communicative skills the teachers need to develop are creative teaching techniques for bilingual program, English for specific purposes, English grammar, pronunciation, formulaic expressions, and conversations.

c. Setting

The teachers teach at immersion program (Tri Tunggal, Terang Bangsa), bilingual school (Daniel Creative School) , and special program in regular schools (Kebon Dalem).

d. Interactional variables

Mostly, the relationship between teacher and students is close. Teachers play role as tutor, friend, and advisor for the students. In some of the schools (immersion and bilingual school), teachers and students communicate in English both inside and outside the classroom although perhaps, they can not put aside their Javanese dialect.

5. Medium, mode, and channel

Mostly spoken. Written communication is done when dealing with marking or grading students' work and giving written instruction to students.

f. Dialects

Teachers and students use English with both formal and casual styles, inside and outside the classroom. In some occasions, local dialects are quite strong.

g. Target level

Considering the role of teachers as model for students, the target level of communicative competence is supposed to be the intermediate or advanced level (competent or good communicator).

h. Anticipated communicative events

The teachers use English during the lesson. However, some teachers admitted that sometimes they mixed Indonesian and English especially when they explain a new concept, when they can not express their ideas in English or when they find out that their students do not understand their explanation in English.

Meanwhile, from the results of more in-depth interviews with the respondents, the writer gathered more information related with teachers' experience, beliefs in second language learning, problems they faced when teaching in English, and their expectation to get trainings for their professional development. Below are the results of the interviews with the teachers.

Teacher 1 graduated from English education institute and he was always eager to apply his knowledge and developed himself as a professional teacher at bilingual school. He had never got any trainings to teach math. For him, trainings on ESP and using English for classroom management were needed. The main

problem when teaching and using English with students and colleagues was his strong Javanese dialect. From his observation, parents sent their children to English speaking schools was mostly to catch up with the needs of modern life. He thought he was not yet able to fulfil parents' expectation. He argued that school was not the only place to make a child bilingual. He strongly believed English must be naturally used inside and outside the classrooms.

Teacher 2 taught at bilingual school because she graduated from English department. She had never got any trainings to teach science. For her, trainings on how to teach science in English were needed. Besides, she also needed English trainings to improve her communication skills. The main problem she faced was unfamiliar vocabularies in science because she did not have background knowledge in that field. From her observation, parents sent their children to English speaking schools because English had been used as a global language. She felt that she was not yet able to fulfil parents' expectation. She argued that school was not the only place to make a child bilingual. She strongly believed English must be naturally used inside and outside the classrooms.

Teacher 3 chose teaching as her profession because she loved teaching. She had never got any trainings to teach math in English. During her career as teacher, only once she got a training on teaching in English. In the future, she needed more trainings on teaching techniques and how to communicate with students (children) effectively. She also expected to get trainings on ESP and how to effectively use English for classroom management. The main problem she faced when teaching and using English was how to deliver the lessons in such a way so that the

students could easily understand. From her observation, parents sent their children to English speaking schools because they were preparing their children to face the global era. She said that she was not yet able to fulfil parents' expectation because she needed to be more consistent in training students to use English. She believed that school was a place to help children to be bilingual but children also needed to use English naturally inside and outside the classrooms.

Teacher 4 graduated from English department and she was assigned by the school to teach at bilingual program. She had never got special trainings on how to teach in English but the school sent her to seminars and conferences in English teaching. The main problem she faced was how to deliver lessons with language that could easily be understood by students. She needed more trainings on teaching techniques and how to handle the class in English. From her observation, parents sent their children to English speaking schools mostly because they were afraid without English their children would not be able to catch up with the needs of modern life. With that expectation, she thought she was not yet able to fulfil parents' expectation. Therefore, she needed to improve herself through professional trainings. She believed that a child could be bilingual by both learning English at school and continually using it everyday.

Teacher 5 graduated from English education institute and she taught at this school with her own initiative because for her, teaching at bilingual program was more interesting, challenging, and she would get new knowledge. She had never got any trainings to teach in English. For her, trainings on how to teach math and science in English were needed to better her teaching. Her main problem when

teaching using English was the unfamiliar words in math and science. Besides, she also needed trainings to improve her communication skills. She had to learn and prepare the materials before the class. In her opinion, parents sent their children to bilingual schools because they wanted to prepare their children to study abroad. She said that she was not yet able to fulfil parents' expectation. She believed school was not the only place to make a child bilingual. Bilingual children also needed support from their environment and social life.

Teacher 6 graduated from English education institute and she taught at this program because of her own initiative. She had ever got trainings on how to teach in English. Her problem when teaching in English was how to make her students understand her materials and she tended to translate the materials into Indonesian. She needed more trainings on teaching techniques to be applied in bilingual program including the daily expressions she could use in the class. In her opinion, parents sent their children to bilingual schools because they wanted to prepare their children to face the global era. She did not believe if school was the place to make children bilingual. In her opinion, language was a part of habits. To make it fluent, students had to make it as one of their habits.

Teacher 7 graduated from English department and she taught at this school with her own initiative with a strong motivation to develop herself. She had ever got trainings on how to teach in English. The problem she faced when teaching was sometimes she was blank, could not find the right words to say. She needed trainings on pronunciation and how to keep communication smooth. She thought parents sent their children to bilingual schools to make them fluent in two

languages. She was not sure if she had been able to fulfil parents' expectation. She believed children could be bilingual by learning the language at school and using it naturally at home.

Because of her educational background, teacher 8 was assigned by the English program coordinator to teach at bilingual program. She had followed four trainings on how to teach in English which were completed with microteaching. The problems that she faced when teaching with English : she found it not easy to deliver lessons as well as preparing materials and lesson plans in English. She needed training on how to deliver lessons and making teaching media. In her opinion, the reason why parents sent their children to bilingual programs was to prepare their children study abroad. She did not believe school was the only place to make children bilingual. Children needed to be exposed to English both at school and at home.

Teacher 9 graduated from English department and she taught at the bilingual program on her own her initiative because she loved teaching. She had ever got training once she was accepted at the school. Her problem in teaching with English at bilingual program was how to be consistent in using English. She was often influenced by Indonesian or Javanese language. She needed training on fun teaching and how to be fluent speaker in English. From her observation, she assumed parents sent their children to bilingual program as effort to prepare their children study or work abroad. She admitted she had not been able to fulfil parents' expectations. She believed children could be bilingual through English exposure both at school and at home, inside and outside classroom.:

Teacher 10 graduated from English department and she taught at bilingual program with her own initiative because she wanted to apply her knowledge. Besides, it gave her a new challenge. She had never got any training on how to teach in English. The problems she faced : there were students who could not use English properly because it was not their mother tongue and there were vocabularies which were difficult for children. She needed training especially on special vocabularies and expressions that could be used in the class. In her opinion, the reason why parents sent their children to the bilingual program was to prepare children facing the global era. She believed school, family and environment played important role to make children bilingual.

Teacher 11 graduated from English education program. She taught at bilingual program with her own initiative because she liked English. She had never got any training before. Limited vocabularies in non-English subjects became her problem when teaching in English. She thought she had fulfilled parents' expectation because she taught based on the curriculum. She believed school was the right place to make children bilingual because they would get used to speak English with their friends.

Teacher 12 graduated from fishery department. She taught at the bilingual program because she thought she could teach bilingually although she had never got any training before. Her main problems when teaching in English was she was not sure with her grammar and vocabularies. She needed trainings on grammar and conversation. She thought parents sent their children to bilingual program because they wanted to prepare their children to face global era and to study

abroad. She believed school was not the only place to make children bilingual. In fact, they could learn English from movies or television.

Teacher 13 graduated from English literature program and she taught at the bilingual program because it was in line with her major at under graduate. She had joined English trainings four times. Her main concern was how to make children understand the lessons which were delivered in English. She needed trainings on creative teaching and how to improve her communicative skills. She simply thought that parents sent their children to English speaking schools because they expected their children be able to speak English well. She positively thought that she had been able to fulfil parents' expectation seen from her observation that the children had been able to speak English though they still needed more practices. She also agreed that school was the right place to make children bilingual but she stressed the importance of support from family and surrounding. Children also needed to use English continuously and naturally inside and outside the classrooms.

Teacher 14 graduated from English literature program. With her own willing, she worked for the bilingual program with a hope that her English proficiency could be applied and developed. The trainings she got were only those from her classes during her undergrad. Though she graduated from English literature program, she still found it difficult to choose and use appropriate vocabularies in various levels. She expected to get more trainings on grammar and how to be more fluent speaker. In her opinion, parents sent their children to English speaking program to develop their children's English skills. Seeing how

the children's English skills developed after they studied at her school, she thought she had fulfilled parents' expectation. She believed school was the right place to make children bilingual but she also agreed they needed to use English continuously and naturally both inside and outside the classroom.

Teacher 15 graduated from English literature. She taught at bilingual program because she was interested in teaching all subjects in English. She was a new teacher in the school (a year) and it was her first experience as well. So far she had never got any training. Her problem in teaching was dealing with the pronunciation of new vocabularies. Therefore she expected trainings on pronunciation, vocabulary, and grammar. She assumed parents sent their children to English speaking school because they followed the globalization era and they planned to send their children studying abroad. She thought she was still far from being able to fulfil parents' expectation. She expected to see her students speak like native. She believed school was the right place to make children bilingual but children needed to consistently use English daily.

Teacher 16 taught at bilingual because she liked English. For her, teaching using English was a challenge. She did not get formal trainings on teaching. In fact, she learned more from the field. In the future, she needed trainings on teaching techniques and manage the classroom using English. Her main difficulties in teaching was dealing with vocabularies. In her assumption, parents sent their children to English speaking school to prepare their children to study abroad. She believed school was the right place to make children bilingual but

children needed to consistently use English daily. She also emphasized that children needed to make English use as a part of their habits.

Teacher 17 graduated from English education. He taught at the bilingual program because he thought he had good basic at English and strong motivation on it. He had been involved in several trainings in the last five years. His concern in his teaching was his imperfect grammar. He expected to have more trainings on variations of English teaching and speaking skills. He assumed parents sent their children to bilingual program with a purpose to introduce English to their children as early as possible. He believed school was the right place to make children bilingual but children needed to consistently use English daily.

Teacher 18 graduated from early childhood education. She taught at the English program because she was assigned by the school foundation. She just got a very short training between May and June 2013 before she started to teach at the bilingual program. The main problem she found in teaching with English was dealing with the young students. They were not able to memorize scientific vocabularies. Sometimes she herself did not know the vocabularies. She expected to have speaking trainings. She thought she had not been able to fulfil all the parents' expectation because she still found her students made the same mistakes and made no improvement. She agreed that school was the right place to make children bilingual but parent's role was also important to make English learning as a part of their habits. Making it as a part of habits was important.

Teacher 19 taught at the English program because she was assigned by the school foundation. She had never got any trainings. Her main problem in teaching with English was how to be fluent in communication and vocabularies. She needed trainings on how to communicate well in English especially in classroom. In her opinion, parents sent their children to English speaking school because they expected their children to be bilingual. She thought she had not been able to fulfil parents' expectation, She still needed to learn more. In her opinion, to make children bilingual, children needed to practice the languages everyday at school, at home, and in every day communication.

Teacher 20 taught at the English program because she was assigned by the school foundation. She just got one training in 2013 and her main problem when teaching in English was limited vocabularies and courage to start. She needed trainings on conversation. She thought she had not been able to fulfil parents' expectation. She concluded, children needed to have practices in English everyday.

Teacher 21 and 22 taught at the English program because they were assigned by the school foundation. They got one short training before teaching with English. They were always worried with their pronunciation and they expected trainings on reading and writing. they thought they were still too far from being able to satisfy parents who sent their children to bilingual program.

Teacher 23 taught at the English program because she was assigned by the school foundation. She had never got training in teaching with English. She found it hard to teach in English because she did not get to speak in English. She thought

trainings on English conversation was necessary. In her opinion, parents expected their children to be proficient in international language but she was still far from being able to fulfil parent's expectation. In her opinion, making English speaking as a habit was important.

Teacher 24 taught at the English program because she was assigned by the school foundation. She had ever got training in teaching with English for 2 semesters. She concerned with her poor ability in making and arranging sentences in English. She expected to have trainings on grammar and conversation. The role of English as international language had encouraged parents to push their children learn English. She did not quite agree if school was seen as the only place to make children bilingual. She asserted, habit was more important.

Teacher 25 taught at the English program because she was assigned by the school foundation. She had ever got training in teaching with English for 2 months. The main problems she faced was dealing with limited vocabularies. She expected to have trainings on speaking and vocabulary enrichment. In her opinion, parents were interested in this program because they thought to follow the global era, English was important. She thought she was still too far from being able to fulfil parents' expectation.

Teacher 26 taught at the English program because she was assigned by the school foundation. She had ever got training in teaching with English for 2 months. The main problems she faced was dealing with specific vocabularies. From her experiences, she found that students did not know how to ask questions in English. She expected to have trainings on effective teaching for bilingual

program. In her opinion, parents were interested in this program because they followed the global era which demanded English as global language. She thought she had not been able to fulfil parents' expectation.

Teacher 27 taught at the English program because he was assigned by the school foundation. He had never got training in teaching with English. The main problems he faced was dealing with specific vocabularies. He spent too much time just for translating from L1 to English. He expected to have trainings on conversation. In his opinion, parents were interested in this program for prestige. He thought he had not been able to fulfil parents' expectation. He believed school, home, and friends were the potential sources for children to be bilingual.

Teacher 28 taught at the English program because she was assigned by the school foundation. She had ever got training in teaching with English for 2 months. The main problems she faced was dealing with specific vocabularies. She also reported that students spoke English poorly. She expected to have trainings on how to develop materials for bilingual program and speaking. In her opinion, parents were interested in this program because they wanted to send their children study abroad. She thought she had not been able to fulfil parents' expectation. School, home, and continuous practices were very important for children to be bilingual.

Teacher 29 taught at the English program because she was assigned by the school foundation. She had ever got training in teaching with English for 2 months. The main problems she faced was dealing with specific vocabularies. Students did not understand the materials delivered in English. She expected to

have trainings on how to develop and deliver materials in English. In her opinion, parents are interested in this program because they thought schools which used English as language of instruction were great, prestigious, and advanced. She thought she had not been able to fulfil parents' expectation. However, she believed school could be the place to make children bilingual.

Teacher 30 taught at the English program because she was assigned by the school foundation. She had ever got training in teaching with English for 2 months. The main problems she faced was dealing with specific vocabularies. She expected to have trainings on effective teaching for bilingual program and how to teach with English effectively. In her opinion, parents were interested in this program because they thought the English speaking school had plus points compared to general schools. She thought she had not been able to fulfil parents' expectation. She agreed schools could be a place to make children bilingual. Children also needed to use English continuously.

Teacher 31 taught at the English program because she was assigned by the school foundation but she also wanted to teach there because it was in line with her major in undergraduate program. She had ever got training in teaching with English several times. The main problems she faced was dealing with specific vocabularies and limited ability of teacher and students in English. So far she thought the schools had provided her with some trainings. In her opinion, parents were interested in this program because they expected their children to be able to communicate well in English. She needed to have research to know parents' satisfaction on this program. She believed school was the place to make children

bilingual but at the same time children needed to use the language continuously everyday.

Teacher 32 taught at the English program because of his own will. He was assigned by the school foundation but he also wanted to teach there because it was in line with his major in undergraduate program. He had never got training on teaching with English. So far he did not find serious problems in teaching with English. He expected to get trainings on pronunciation with British accent and speaking skill. In his opinion, parents were interested in this program because they planned to send their children to study abroad. He thought he had fulfilled parent's expectation. He believed school was the place to make children bilingual but at the same time children needed to use the language continuously everyday. He emphasized the importance of making it as a part of habit.

Teacher 33 taught at the English program because she was assigned by the school foundation and because she had got previous experiences in teaching at similar schools. She had ever got trainings in teaching with English several times in her previous job. The main problems she faced was dealing with grammar. She expected some trainings related with learning materials and how to improve communication skills in English. In her opinion, parents were interested in this program because they wanted to prepare their children study abroad. She thought she had not been able to fulfil parents' expectation on this program. She believed school was not the only the place to make children bilingual because parent's role was very important. She suggested children also needed to use the language continuously everyday.

Teacher 34 taught at the English program because she was assigned by the school principal. She had ever got trainings on teaching with English three times. The main problems she faced in teaching dealt with grammar and limited time for a lot of materials to cover. She expected some trainings related with teaching methods and how to manage classroom with English. In her opinion, parents were interested in this program because they wanted to prepare their children to study abroad. She thought she had not been able to fulfil parents' expectation on this program. She believed school was not the only the place to make children bilingual because children also needed to use the language continuously everyday.

Teacher 35 taught at the English program with her own will because she could speak English fluently. She had never got training on teaching with English. The main problems she faced in teaching dealt with limited vocabulary. She expected some trainings related with grammar, pronunciation, and vocabulary. In her opinion, parents were interested in this program because they wanted their children to able to speak English well. She thought she had not been able to fulfil parents' expectation on this program. She believed school was the place to make children bilingual but children also needed to use the language continuously everyday.

Teacher 36 taught at the English program because she was assigned by the school principal. She had ever got trainings on teaching with English four times. The main problems she faced in teaching dealt with specific vocabularies. She expected some trainings that could improve her ability to communicate although she only had limited vocabularies. In her opinion, parents were interested in this

program because they wanted their children to be able to catch up with the global era. She thought she had been able to fulfil parents' expectation on this program. She believed school was not the only the place to make children bilingual because children also needed to use the language continuously everyday.

Teacher 37 taught at the English program because she was assigned by the school principal. She had ever got trainings on teaching with English four times. The main problems she faced in teaching was dealing with students' poor ability in English. She expected some trainings on creative teaching and conversation. In her opinion, parents were interested in this program because they wanted their children to be able to speak English and study abroad. She thought she had not been able to fulfil parents' expectation on this program because sometimes she still used Indonesian language. She believed school was the right place to make children bilingual but not the most and only place. Children also needed to use the language continuously everyday.

Teacher 38 taught at the English program because she was assigned by the school principal. She had ever got trainings on teaching with English ten times since 2000. The main problems she faced in teaching dealt with students who were still poor in their English proficiency. She expected some trainings especially trainings on speaking skills. In her opinion, parents were interested in this program because they wanted their children to be fluent in English and because of prestige. She thought she had not been able to fulfil parents' expectation towards this program. She did not agree school was the right place to

make children bilingual because children also needed to use the language continuously everyday at home and at school.

Teacher 39 taught at the English program because she was assigned by the school principal. She had ever got some trainings on teaching with English. The main problems she faced in teaching was dealing with students' limited vocabulary. She expected some trainings on creative teaching techniques which could help students better understand the materials. In her opinion, parents were interested in this program because they wanted their children to be fluent in English. She thought she had been able to fulfil parents' expectation towards this program. She agreed to be bilingual children needed support from school, home and continuous use of English everyday at home and at school.

Teacher 40 taught at the English program because she was assigned by the school principal. She got trainings on teaching with English when she was at college. The main problems she faced in teaching dealt with her being not self-confident. She expected some trainings on grammar. In her opinion, parents were interested in this program because they wanted their children to be able to catch up with the global era. She thought she had been able to fulfil parents' expectation on this program because students used English at school in almost all subjects. She agreed to be bilingual children needed support from school, home and continuous use of English everyday at home and at school.

Teacher 41 taught at the English program because she was assigned by the school principal. She got trainings on teaching with English when she was at college. The main problems she faced in teaching was dealing with her being not

self-confident. She expected some trainings on material development and conversation. In her opinion, parents were interested in this program because they wanted their children to be able to communicate in English. She thought she had not been able to 100% fulfil parents' expectation on this program. She agreed to be bilingual children needed support from school, home and continuous use of English everyday at home and at school.

Teacher 42 taught at the English program because of her own will and because of her educational background qualified for the position. She got trainings on teaching with English when she was at college. The main problems she faced in teaching was dealing with her students' difficulties to understand the lessons in English. She had no idea about trainings. In her opinion, parents were interested in this program because they wanted their children to be able to catch up with the global era. She thought she had been able to fulfil parents' expectation on this program because students used English at school in almost all subjects. She agreed to be bilingual children needed support from school, home and continuous use of English everyday at home and at school.

Teacher 43 taught at the English program because of her own will and because of her educational background qualified for the position. She got training in teaching with English several times. The main problems she faced in teaching was dealing with her students' difficulty to understand the lessons in English. She expected trainings on how to handle students with poor English. In her opinion, parents were interested in this program because they wanted their children be able to speak English as early as possible. She thought she had been able to fulfil

parents' expectation on this program because students used English at school in almost all subjects. She agreed to be bilingual children needed support from school, home and continuous use of English everyday at home and at school.

Teacher 44 taught at the English program because of her own will and because she was interested in teaching. She had never got training in teaching with English. The main problems she faced in teaching was dealing with speaking or communication because she did not get used to it. She expected trainings on speaking. In her opinion, parents were interested in this program because they expected their children to be able to speak English as early as possible. This would be plus point for their children. She thought she had not been able to fulfil parents' expectation on this program. She agreed that in order to be bilingual, children needed support from school, home and continuous use of English everyday at home and at school.

Teacher 45 taught at the English program because of her own will. She had never got training on teaching with English. The main problems she faced in teaching was dealing with limited vocabulary and grammar. She expected trainings on grammar, vocabulary and pronunciation. In her opinion, parents were interested in this program because they expected their children to be able to speak English as early as possible and that would be plus point for their children. She thought she had been able to fulfil parents' expectation towards this program because students used English at school in almost all subjects. She agreed that in order to be bilingual, children needed support from school, home and continuous use of English everyday at home and at school.

Teacher 46 taught at the English program because of his own will. He had never got training on teaching with English. The main problems he faced in teaching was dealing with pronunciation because he did not get used to it. He expected trainings to improve his ability to communicate in English. In his opinion, parents were interested in this program because they wanted their children be able to catch up with the global era. He thought he had not been able to fulfil parents' expectation on this program. He agreed to be bilingual children needed support from school, home and continuous use of English everyday at home and at school.

Teacher 47 taught at the English program because of his own will. He had ever got training in teaching with English several times. The main problems he faced in teaching was dealing with specific terms and how to introduce new concepts to students. He expected trainings on vocabulary and effective teaching. In his opinion, parents were interested in this program because they expected their children to be able to catch up with the global era. He thought he had not been able to fulfil parents' expectation on this program. He agreed in order to be bilingual, children needed support from school, home and continuous use of English everyday at home and at school.

Teacher 48 taught at the English program because of her own will. She had never got training on teaching with English. The main problems she faced in teaching were dealing with teaching sources. She expected trainings on creative teaching methods and speaking skills. In her opinion, parents were interested in this program because they expected their children to be able to speak English as

early as possible and that would be plus point for their children. She thought she had been able to fulfil parents' expectation on this program because students used English at school in almost all subjects. She agreed to be bilingual, children needed support from school, home and continuous use of English everyday at home and at school.

Teacher 49 taught at the English program because of his own will. He had ever got trainings on teaching with English several times. He was worried about his TOEFL and he had concerns on teaching media and facilities. He expected trainings on teaching method and conversation. In his opinion, parents were interested in this program because they wanted their children to be able to catch up with the global era. He thought he had been able to fulfil parents' expectation on this program. He agreed to be bilingual children need support from school, home and continuous use of English everyday at home and at school.

Teacher 50 taught at the English program because of his own will. He had never got training on teaching with English. He expected trainings to improve his communicative skills. In his opinion, parents were interested in this program because they wanted their children to be able to catch up with the global era. He thought he had not been able to fulfil parents' expectation on this program. He agreed to be bilingual, children needed support from school, home and continuous use of English everyday at home and at school.

Teacher 51 taught at the English program because of her own will. She had ever got training on teaching with English in the first year of her profession as teacher. The main problems she faced in teaching were dealing with students who

could not easily understand the lesson especially special terms. She expected trainings on grammar and pronunciation. In her opinion, parents were interested in this program because they expected their children to be able to speak English as early as possible. She thought she had been able to fulfil parents' expectation on this program because students used English at school in almost all subjects. She agreed that in order to be bilingual, children need support from school, home and continuous use of English everyday at home and at school. Students needed practices everyday.

Teacher 52 taught at the English program because of her own will and being assigned by the school principal. She got training on teaching with English when she was at college. The main problems she faced in teaching was dealing with specific terms used in some subjects. She expected trainings on vocabularies, grammar, pronunciation and communicative skills. In her opinion, parents were interested in this program because they expected their children to be able to catch up with the global era. She was not sure if she had been able to fulfil parents' expectation on this program. She agreed that in order to be bilingual, children needed support from school, home and continuous use of English everyday at home and at school. She also underlined the importance of everyday practices.

Teacher 53 taught at the English program because of her own will and being assigned by the school principal. She had never got training on teaching with English. The main problems she faced in teaching were dealing with specific terms used in some subjects. She expected trainings on conversation. In her opinion, parents were interested in this program because mostly they expected

their children to be fluent in English since they were very young. She thought she had not been able to fulfil parents' expectation on this program. She agreed that in order to be bilingual, children needed support from school, home and continuous use of English everyday at home and at school.

Teacher 54 taught at the English program because of her own will to improve and develop her English proficiency. Besides, she was assigned by the school principal to teach at this program. She had ever got trainings on teaching with English twice. The main problems she faced in teaching were dealing with specific terms used in some subjects. She expected trainings on ESP, grammar, and pronunciation. In her opinion, parents were interested in this program because they wanted their children to be able to speak English fluently as early as possible. She was not sure if she had been able to fulfil parents' expectation on this program. She agreed that to be bilingual, children needed support from school, home and continuous use of English everyday at home and at school.

Teacher 55 taught at the English program because of her own will. The main problems she faced in teaching were her inadequate ability in English. She expected trainings on grammar, and conversation to improve her communicative skills. In her opinion, parents were interested in this program because they expected their children to be able to speak English fluently. She thought she had not been able to fulfil parents' expectation on this program because her English was not very good. She agreed that to be bilingual, children needed support from school, home and continuous use of English everyday at home and at school.

Teacher 56 taught at the English program because she was assigned by the school principal. She has ever got training in teaching with English once in the first year of her teaching career. The main problem she faced in teaching was dealing with the choice of right expression to use when teaching and grammar. She expected trainings on grammar and communication strategy to keep communication smooth. In her opinion, parents were interested in this program because they expected their children to be able to catch up with the global era. She thought she had been able to fulfil parents' expectation on this program because she always prepared herself before teaching. She agreed that to be bilingual, children needed support from school, home and continuous use of English everyday at home and at school. Students also needed practices everyday.

To summarize what the teachers revealed in the interviews, in relation with the use of English as the language of instruction, generally the teachers expected to have professional trainings on linguistics aspect (grammar, specific terms or vocabularies, and pronunciation) and language functions (to deliver the lessons, to manage the class, and to maintain the classroom discourse or interaction). In the next part below, the results of the interviews and focus group discussion will be further discussed on the base of communicative competence aspects.

4.2.2 What the Teachers Need to Develop Their Communicative Competence

From the results of the interviews and focus group discussions, it was revealed that some of the teachers under this study had more concern on

linguistics competence. Commonly, they had problems with English grammar and specific terms used in the subjects they teach. For teachers who graduated from English department, they hardly had problems with daily expressions used in classroom interaction. They were generally worried with the unfamiliar vocabularies in math or science. It can be understood because they were prepared as language teachers but in their daily practices, they had to teach other subjects in English.

The results of the questionnaire revealed that 50% of the respondents taught at the bilingual program because they were assigned by the school to teach in the program. The other half of the respondents taught at the bilingual program because of their own will. 59 % of the respondents were English department graduates and 41 % were non-English department graduates. The teachers were selected to teach at the bilingual program through a selection process which started from the recruitment of the teachers. The recruitment could be applied to totally new teachers or to teachers from regular program who were assigned to teach at the bilingual program and those who with their own initiative applied for the position.

Teachers involved in the preparation of the program as steering committee were those who graduated from Faculty of Language or English teacher education. They had got previous experiences as English teachers at regular programs whereas new teachers might come from English department or non-English department. For the new teachers, they had to undergo a series of recruitment process such as having micro teaching, interview in English and doing

English proficiency test (TOEFL test). Some of the new teachers had got previous experiences in teaching using English in national plus schools, international schools or other similar bilingual schools. Meanwhile, there were also schools who assigned their non-English subject teachers to teach in English because the schools offered bilingual classes for the students. This group of teachers did not have any experience in teaching using English.

The problems faced by non-English department graduates were even more complex. They had to struggle with English as the language of delivery. They commonly had problems with English grammar, pronunciations, and vocabulary. Psychologically, they were not self-confident to teach in English. They were anxious if they could not explain the lessons clearly to the students, especially when they had to introduce new concepts for the students. In fact, the more anxious they were, the more difficult for them to express their ideas in the target language. The affective states would influence their performance (Ellis, 1994).

What the writer found in the field was in accordance with what was outlined by Burn and Richard (2009). As it has been stated in chapter two, Burn and Richard argue that language proficiency and professional development need to be perceived as continua rather than an either-or-proposition. Secondly, language proficiency needs to be viewed as one element of professionalism and professional preparation is the second critical element. This phenomena are illustrated in the following figure :

	Proficient in the target language		
Professionally prepared as a language teacher (English department or English education graduates)	1	3	Not professionally prepared as a language teacher (non-English Department graduates, teachers of regular program who are assigned to teach at the bilingual program)
	2	4	
	Not proficient in the target language		

Figure 16. Proficiency and professionalism

From deeper interviews with the teachers under this study who taught at the bilingual programs, it could be said that those teachers did not merely need trainings related with their linguistics ability but they also needed other aspects of communicative competence to handle any discourse around the school activities. The teachers might be able to handle classroom business routines but when they were confronted with unpredicted situations such as having to answer students' questions, they often failed to handle the communication because they were lack of some aspects of competences. Therefore, comprehensive and continuous English trainings which include discourse competence, interactional competence, linguistic competence, sociocultural competence, formulaic competence, and strategic competence need to be designed and prepared for the teachers. The focus

should not only be on the linguistic systems but also other aspects of communicative competence.

4.2.3 The Needs That Are not Covered by the Existing Trainings

From the results of need analysis above and from the analysis of the common features, strengths, and weaknesses of the existing trainings held by the schools, it can be concluded that not all aspects of communicative competence are covered by the existing trainings. There are gaps found between what the teachers need and what are provided in the existing trainings.

It can be said that the existing trainings are more focused on teaching in general such as teaching techniques and how to use text-books. Training on how to teach in English may cover some aspects of communicative competence but there is no emphasis on the most needed aspects of communicative competence. Every aspect is only touched a glance over the needs of survival English. Therefore, the key points below can be considered as the needs that are not yet covered by the existing trainings:

- Aspects of communicative competence : the linguistic competence, sociocultural competence, strategic competence, discourse competence, formulaic competence, and interactional competence both in the assessment and training
- Emphasis on the aspects of communicative competence mostly needed by the teachers
- More exercises and practices to develop the communicative competence

- Communicative competence assessment to measure the teachers' level of communicative competence

4.3 The Model of English Training Course for Teacher's Communicative Competence Development

Based on the results of the previous phase, a model of English training course for teacher's communicative competence development was designed. In the development phase, the writer did a thorough library research on the design of assessment tool (Brown, 2000 and Brown, 2003), communicative competence aspects (Celce-Murcia, 2007), and training course development (Grave, 2000). The writer also had been reading on the results of previous researches on communicative competence assessment tools (Pillar, 2011). After conducting library research, the writer developed the design of English training course for bilingual primary schools. The design of the English training course is also completed with communicative competence assessment tools. The communicative competence assessment tool is used to determine the teachers' level of communicative competence. Further, the level of teacher's communicative competence will determine the kind of training that the teachers should take and the length of the course they have to join.

After a series of discussion with experts and academic practitioners, the design of communicative competence assessment and communicative competence training underwent some revisions. The next sub chapter describes the detail of the design after being revised several times.

4.3.1 The design of Communicative Competence Assessment Tool

The communicative competence assessment tool is needed to determine the teacher's communicative competence level. This tool will give recommendation of the trainings needed by teachers to improve their communicative competence. The tool consists of three tasks that should be completed by the teacher trainees. The following is the general description of the communicative competence assessment tool. The components of the design that will be presented here consist of:

- (1) characteristics
- (2) scoring rubric
- (3) the physical form of the communicative competence assessment/CCA
- (4) guidance for assessor.

Those components are further explained in the rubric of Communicative Competence Assessment. The following is the detailed description of each component.

1) Characteristics

The characteristics include the objective, procedure for responding, structure (number of tasks, relatives of importance, distinction between tasks), time allotment, and evaluation (criteria and evaluation). The details are described in the following table:

Table 11. Characteristics of Communicative Competence Assessment

Objective	To demonstrate oral communicative competence in the context of classroom interaction.
Procedures for responding	<ul style="list-style-type: none"> - Speak to interlocutor , interaction will be audiotaped - Teach in English : lesson presentation, classroom management, responding students' questions
Structure :	
Number of tasks	Three : a) self-reflection assessment b) receptive-productive assessment c) performance assessment
Relative importance	<ul style="list-style-type: none"> - Written form assessment is to see how teachers perceive their communicative competence - Communicative performance assessment : to measure linguistic competence, discourse fluency, sociolinguistic competence, strategic competence, interactional competence, and formulaic competence. What will be assessed are : the accuracy, appropriacy, comprehension, fluency , and range.
Distinction between Tasks	Quite clearly distinct
Time allotment	20 minutes for self-reflection assessment; 10 minutes for interview, 30 minutes for performance assessment (teaching)
Evaluation :	
Criteria	a) Written form assessment : Self-reflection assessment b) Communicative performance assessment : <ul style="list-style-type: none"> - Interview to measure the receptive-productive skills - Performance assessment to measure the productive skills
Procedures	<ul style="list-style-type: none"> - Teachers complete the self-reflection assessment - Assessor interview teachers using guided interview and fill in the scoring rubric - Teachers have mini teaching (or real teaching) and assessor or trained rater fill in the scoring rubric

2) Scoring Rubrics

The scoring rubric was developed based on the framework of communicative competence assessment proposed by Pillar (2011). It consists of statements which reflect the communicative events. The communicative events are arranged based on the components of Celce-Murcia's communicative competence : linguistic competence (LC), Sociolinguistic competence (SoC), strategic competence (SC), formulaic competence (FC), discourse competence (DC), and interactional competence (IC).

Following Pillar's standard of measurement, the observable communicative behaviours are measured in term of five areas of measurement : accuracy (ACC), fluency (FLU), range (RNG), appropriacy (APP), and intelligibility (INT). The accuracy refers to the accurate and correct use of the language. The fluency refers to the speaker's ability to use the language fluently. Range refers to how much or how many aspects of language which is mastered by the speaker. Appropriacy shows how the speaker uses the language appropriately according to the contexts. Intelligibility shows that what the speaker says is clear enough to be understood by other people. The teacher trainees do not need to think about the accuracy, fluency, range, appropriacy, and intelligibility when doing the self-reflection assessment. They just need to rate every statement in the communicative event column.

The final result of the assessment is drawn from the results of three sets of assessment (self-reflection assessment, receptive-productive assessment, and performance assessment) using this formula :

$$R = (A1 \times 20\%) + (A2 \times 40\%) + (A3 \times 40\%)$$

R : final score

A1: self-reflection assessment

A2: interview

A3: performance assessment

The formula is based on principled evaluation of alternative to assessment:

Table 12. Principled evaluation for CCA scoring (adapted from Brown, 2003)

Principle	Practicality	Reliability	Face validity	Content validity	washback	Authenticity
Interview	Mod	Mod	high	High	Mod	Mod
Observation	Mod	Mod	high	High	Mod	High
Self/peer	Mod	Low	mod	High	High	High

Considering the levels of fulfilment of assessment principles of the assessments designed in this study, the writer determines the values of each set assessment as the following:

- self-reflection:

It contributes 20 % because the high levels fall only in the fulfilment of three principles: the content validity, washback, and authenticity; practicality and face validity are on moderate level, and the reliability is low.

- interview:

It contributes 40 % because the face and content validity are high while the practicability, reliability, washback, and authenticity are moderate.

- performance/observation:

It contributes 40 % because the face validity, content validity, and authenticity are high while the practicability, reliability, and washback are moderate.

With regard to the fulfilment of the major assessment principles, both interview and performance assessment have moderate level in term of reliability and self-assessment has low level of fulfilment. Therefore, the self-reflection assessment is given the least portion.

3) The physical forms of the Communicative Competence Assessment

The physical forms of Communicative Competence Assessment consists of three sets of assessment tools. Those are self-reflection assessment, receptive-productive assessment, and performance assessment.

(a) Self-Reflection Assessment

The self-reflection assessment is to see how the teachers perceive their own communicative competence. The teachers are supposed to honestly rate their communicative ability based on the statements under the communicative events. The form of the self-reflection assessment which should be completed by the participants consists of two parts. The first part consists of name, institution, and date of assessment. The second part consists of statements that should be responded. Brown (2003) says that self-assessment is one of the best formative types of assessments and possibly the most rewarding. In order to reach the potential of this assessment, before administering this assessment, the assessed teachers should know the purpose of this assessment and they are encouraged to be honest in completing the assessment.

The tables below give a description of the content of the self-reflection assessment. Tables 13, 14, 15, 16, and 17 explain the content and the areas of measurement in each aspect of communicative competence. The content is represented through statements of communicative events whereas the areas of measurements include the accuracy, fluency, appropriacy, range, and intelligibility.

Table 13. Linguistic competence in Self-Reflection Assessment

Linguistic Competence		
No	Communicative events	Area of Measurement
1.	I have no problem with pronunciation in English.	Accuracy
2.	My grammar and vocabulary help me to be a fluent speaker.	Fluency
3.	I know a lot of words and terms used in my subjects.	Range
4.	I can use all tenses –past, present, perfect, future, active, passive--with no difficulty.	Appropriacy
5.	When I teach in English, my students easily understand the lesson.	Intelligibility

The participant is encouraged to be honest in assessing their communicative competence. Table 13 and 14 show the area of measurement of linguistic and sociocultural competences.

Table 14. Sociocultural Competence in Self-Reflection Assessment

Sociocultural Competence		
No	Communicative events	Area of Measurement
1.	I use accurate expressions when speaking to my students in the class and outside the class.	Accuracy
2.	My knowledge about English language and culture of the English native speakers helps me to be a fluent speaker.	Fluency
3.	I use examples of cultural differences when I teach in English.	Range
4.	I keep eye contact, use facial expressions and body language appropriately when I communicate in English.	Appropriacy

5.	My verbal and non-verbal communication can be clearly understood by other people.	Intelligibility
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Table 15. Strategic Competence in Self-Reflection Assessment

Strategic Competence		
No	Communicative events	Area of Measurement
1.	I use accurate expression and intonation to make my communication smooth	Accuracy
2.	I can find another way to say difficult words or terms when communicating.	Fluency
3.	I use every opportunity to practice using various English expressions.	Range
4.	I know how to confirm or ask other people to repeat what they say.	Appropriacy
5.	People understand the points I'm talking about.	Intelligibility

Table 15 and 16 show the self-reflection assessment in strategic and discourse competence. The communicative events help the participants to measure their competences.

Table 16. Discourse Competence in Self-Reflection Assessment

Discourse Competence		
No	Communicative events	Area of Measurement
1.	I know exactly the meanings of chunks and idioms I use.	Accuracy
2.	I use chunks and idioms without hesitation.	Fluency
3.	I use a lot of chunks and idioms when I teach and communicate in English.	Range
4.	I use chunks and idioms appropriately.	Appropriacy
5.	The chunks and idioms I use can be understood by my students or other people.	Intelligibility

Table 17. Interactional Competence in Self-Reflection Assessment

Interactional Competence		
No	Communicative events	Area of Measurement
1.	I can manage the class in English.	Accuracy
2.	I have no problem in teaching or joining a discussion in English.	Fluency
3.	I use a lot of expressions to express my feelings, opinions, or to give information.	Range
4.	I can use appropriate expressions to express my feelings, opinions, or to give information.	Appropriacy
5.	People respond as what I expect when I express my feelings or opinions.	Intelligibility

(b) Receptive Productive Assessment (Interview)

This tool is used to measure teachers' receptive and oral productive skills. Within about ten minute interview, the assessor will complete the band of measurement which is also arranged based on the components of communicative competence by Celce-Murcia and assessed based on the five areas of measurement (accuracy, fluency, range, appropriacy, and intelligibility). The guided questions are prepared to help assessor get input of teachers' oral production. Below is sample of the guided questions for the interview and the content of assessment for interview :

- a. Do you find it easy to teach your subject in English ? Why ?
- b. Do you only speak in English in the class ?

c. Is teaching in English a challenge for you ? Why ?

The physical form of the receptive-productive assessment is presented in the following:

Table 18. Receptive Productive Assessment

No	Communicative events	Competence	Area of Measurement
1.	Speak with accurate grammar and vocabulary	Linguistic	Accuracy
2.	Speak in appropriate manner	Sociocultural	Appropriacy
3.	Speak only in English, responds with little hesitation	Strategic	Fluency
4.	Use adequate and appropriate chunks and idioms	Formulaic	Range
5.	Sentences are well structured	Discourse	Appropriacy
6.	Express his/her feeling and opinion clearly	Interactional	Intelligibility

(c) Performance Assessment (Teaching)

This assessment is meant to measure teacher's performance in the class. Teachers' communicative competence will be assessed by assessor using the scoring rubric provided. The communicative events are similar with the ones

used in self-reflection assessment but seen from the third person's point of view. The following tables describe the content of the performance assessment.

Table 19. Linguistic Competence in Performance Assessment

Linguistic Competence		
No	Communicative events	Area of Measurement
1.	Have no problem with pronunciation in English	Accuracy
2.	Fluency supported by good grammar and rich vocabulary	Fluency
3.	Wide range of words and specific terms	Range
4.	Use all tenses –past, present, perfect, future, active, passive--with no difficulty	Appropriacy
5.	Students easily understand the lesson	Intelligibility

Through observation, assessor can assess the course participants' communicative competence. The assessment includes the accuracy, fluency, range, appropriacy, and intelligibility. Each area of measurement is represented by observable communicative event.

Table 20. Sociolinguistic Competence in Performance Assessment

Sociolinguistic Competence		
No	Communicative events	Area of Measurement
1.	Use accurate expressions when speaking to students in the class	Accuracy
2.	Fluency is supported by knowledge about English language and culture of the English native speakers	Fluency
3.	Use examples of cultural differences when teaching in English	Range
4.	Keep eye contact, use facial expressions and body language appropriately when communicating in English	Appropriacy
5.	Verbal and non-verbal communication can be clearly understood	Intelligibility

Table 21. Strategic Competence in Performance Assessment

Strategic Competence		
No	Communicative events	Area of Measurement
1.	Use accurate expression and intonation to make communication smooth	Accuracy
2.	Able to find another way to say difficult words or terms when communicating	Fluency
3.	Use every opportunity to practice using various English expressions	Range
4.	Know how to confirm or ask other people to repeat what they say	Appropriacy
5.	The points of teaching are comprehensible and easy to be understood	Intelligibility

As it can be seen in tables 19-24, each component of communicative competence is measured through observation.

Table 22. Discourse Competence in Performance Assessment

Discourse Competence		
No	Communicative events	Area of Measurement
1.	Use chunks and idioms accurately	Accuracy
2.	Use chunks and idioms without hesitation	Fluency
3.	Use a lot of chunks and idioms when teaching and communicating in English	Range
4.	Use chunks and idioms appropriately	Appropriacy
5.	The chunks and idioms used can be understood by students or other people	Intelligibility

Table 23. Formulaic Competence in Performance Assessment

Formulaic Competence		
No	Communicative events	Area of Measurement
1.	Careful with the arrangement of my sentences	Accuracy
2.	Can fluently initiate, respond, and give feedback to students	Fluency
3.	Rich in vocabularies	Range
4.	Can present ideas in good and correct order	Appropriacy
5.	Explanation in English is clear and easy to follow	Intelligibility

Each communicative event represents the aspect of each component of communicative competence. The participant's performance during his or her teaching practice and interaction with students in the class is assessed using this performance assessment.

Table 24. Interactional Competence in Performance Assessment

Interactional Competence		
No	Communicative events	Area of Measurement
1.	Able to manage the class in English	Accuracy
2.	Have no problem in teaching in English	Fluency
3.	Use various expressions to express feelings, opinions, or to give information	Range
4.	Use appropriate expressions to express feelings, opinions, or to give information	Area of Measurement
5.	Able to apply language functions clearly	Intelligibility

(d) Guidance for assessor

The assessment tool set is also completed with guidance for assessor. The guidance will help assessor conduct the assessment. The guidance consists of brief explanation on the aspects of communicative competence assessed and how to interpret the results such as :

(i) Symbols and abbreviations

ACC : accuracy	LC : linguistic competence	1: strongly disagree
FLU : fluency	SoC : Sociolinguistic competence	2:disagree
RNG : range	SC : strategic competence	3: neutral
APP : appropriacy	FC : formulaic competence	4 : agree
INTL : intelligibility	DC : discourse competence	5 : strongly agree
	IC : interactional competence	

(ii) Brief explanation on the aspects of communicative competence

LC : Linguistics Competence (ability to apply the knowledge of the language)

SoC : Sociocultural Competence (ability to express meanings appropriately within overall social and cultural context of communication)

SC : Strategic Competence (ability to handle communication breakdowns and to keep communication smooth)

FC : Formulaic Competence (ability to use fixed and prefabricated chunks of language that speakers use heavily in everyday interaction)

DC : Discourse Competence (ability to select, sequence, and arrange words,

structures, and utterances to achieve a unified spoken message)

IC : Interactional Competence (ability to use language functionally and to perform actions through language)

(iii) The Components of Communicative Competence Assessment :

1. Self-Reflection Assessment : participants are asked to assess themselves.
2. Receptive-Productive Assessment : the assessment is conducted through interview. Assessor completes the rubric for teacher during the interview.
3. Performance Assessment : the assessment is conducted through class observation. Teachers are assessed during teaching process. Assessors complete the rubric for each teacher being assessed.

(iv) Steps to employ the Communicative Competence Assessment :

1. Set up the schedule for the whole assessment.
2. Prepare the assessment forms for all the participants
3. Assessment can start from self-reflection assessment but it is quite flexible to start with one of the other two assessments.
4. Before administering the self-reflection assessment, make sure that the participants understand the instruction. Remind them to be honest about themselves.
5. To get the overall result, sum up the results of the three assessments using this formula : $R = (A1 \times 20\%) + (A2 \times 40\%) + (A3 \times 40\%)$

R=final score

A1 = self-reflection assessment

A2= interview

A3=performance assessment

6. Check the band descriptor for the final impressions.

(v) Band Descriptor

Table 25. Band Descriptor

Final Score	Description
1	Intermittent Communicator : Communication occurs only sporadically.
2	Limited Communicator : Receptive/productive skills do not allow continuous communication.
3	Moderate Communicator : Gets by without serious breakdowns. However, misunderstandings and errors cause difficulties.
4	Competent Communicator : Copes well but has occasional misunderstandings or makes occasional noticeable errors.
5	Good Communicator : Copes well and performs competently.

(vii) Tutorial video

The video consists of practical guidance to do the communicative competence assessment.

4.3.2 The Design of English Training Course Program for Teachers of Bilingual Primary School

The design of the English training course program for communicative competence enhancement of teachers at bilingual primary schools consists of some features. Those features include the course description, course objectives, prerequisite, time allocation, class size, and the course outline. The course outline describes the competence that will be achieved in each meeting, the topic, material, and suggested activities. Below is the detail of the course design :

4.3.2.1 Course Description :

This course is designed for teachers of bilingual primary schools and aimed to enhance their communicative competence in English. During this course, the participants will learn and have a lot of practices in six aspects of communicative competence so called the linguistic competence, sociocultural competence, discourse competence, strategic competence, interactional competence, and formulaic competence. The participants will be involved in discussions, games, and role-plays. Assessment will be conducted through Communicative Competence Assessment which include self-reflection assessment, receptive-productive assessment, and performance assessment at the end of the course.

4.3.2.2 Course Objectives :

Upon completion of the course, the participants are expected to be able to demonstrate their communicative competence in managing their classroom, engaging interaction with students both inside and outside the classroom and in their tasks to teach their subject in English.

4.3.2.3 Course Requirements:

- Pre-requisite: taking communicative competence assessment
- Number of hours: minimum 12 hours divided into 8 meetings (90 minutes per meeting) recommended for those on level 3 or above with emphasis on the two lowest level of communicative competence aspects. Those who are below level 3 can have more meetings with emphasis on the weakest communicative competence aspects.
- Number of participants: maximum 12 (twelve) participants per class.

4.3.2.4 Course Outline :

The course outline gives a description of the target competence to achieve in each meeting, the topic, material, and the activities that can be done in the session. The course outline of all the sessions are described in the following tables.

Table 26. Linguistic Session

Meeting	Competence	Topic	Materials	Activities
Linguistic Competence				
1	Participants are able to apply the English tenses in communication with students.	Focus on Form	Review of English tenses	Lecture, discussion, game
2	Participants are able to appropriately use specific words, phrases, and expression when teaching.	English for specific purposes	English for specific purposes; vocabulary	Lecture, practice, discussion
3	Participants are able to accurately pronounce English words especially those used in the class.	Eloquent English	Basic phonetic symbols ; pronunciation.	Lecture, practice, discussion

To enhance teachers' linguistic competence, the course participants will be asked to revisit and review English tenses. The emphasis here is not on the patterns or formulas or English tenses but more on the functional use of the tenses in real communication. Therefore, after a review of the tenses, the teachers will have more practices on the use of the tenses. Teachers are also exposed to new vocabularies which are specifically used in the class. In the linguistic session, teachers are also trained to eloquently read a text or accurately pronounce English words. From the results of interview and focus group discussion in the previous phase it was found that most teachers under this study were worried about their grammar and they felt lack of vocabulary used in their subjects. They often worried and got nervous with their language. Besides, they also had problems with pronunciation. Therefore, they need more practices in those areas. Some teaching techniques such as discussion and game can be applied in linguistic session. The details of the linguistic session are presented in table 26.

In Sociocultural sessions, the teachers are invited to review and discuss the cultural differences among English speaking countries and compared those with Indonesian contexts. The discussion also covers the non-verbal communication such as facial expressions and gestures used around the world. The participants learn the cross-cultural understanding through role-plays and watching clips. Some video clips about cross-cultural understanding can be played. Table 27 shows the details of the session which include the competences which will be achieved, the topic of each meeting, the materials, as well as the activities.

Table 27. Sociocultural Competence Session

Meeting	Competence	Topic	Materials	Activities
Sociocultural Competence				
1	Participants are able to appropriately communicate with students, parents, & teacher fellows appropriately.	Cross-sociocultural communication	Appropriate contextual communication	Lecture, watching clips, discussion, role-play
2	Participants are able to explain to students the cultural differences and similarities between Asian and other countries.	Cross-cultural understanding	Cultural similarities and differences	Lecture, watching clips, discussion.
3	Participants recognize gestures around the world and can use appropriate gestures and body language to support communication.	Non-verbal communication	Gestures, body language, face expression	Lecture, watching clips, discussion, role-play

For strategic competence enhancement, teachers are trained to compensate communication breakdowns using some conversational strategies. The teachers are actively involved in practices and role-plays. Some techniques such as using card grids or quiz can be applied to train teachers. The facilitators are supposed to be able to anticipate questions from teachers.

Table 28. Strategic Session

Meeting	Competence	Topic	Materials	Activities
Strategic Competence				
1	Participants are able to use linguistic and non-linguistic strategies to compensate communication breakdown.	Compensatory strategies	Linguistic and non-linguistic strategies to compensate communication breakdown	Lecture, role-play, discussion
2	Participants are able to make request, clarification, and confirmation.	Meaning negotiation strategies	Request, clarification, confirmation	Lecture, role-play, discussion
3	Participants are able to use fillers, hesitation devices, and backchannel when they are engaged in a communication.	Time-gaining strategies	Fillers, hesitation devices and gambits, backchannel, etc	Lecture, role-play, discussion

Table 29. Formulaic Session

Meeting	Competence	Topic	Materials	Activities
Formulaic Competence				
1	Participants are able to perform speech act routines to manage the class.	Speech act routines	Classroom/ student-teacher fixed phrases	Lecture, role-play, discussion
2	Participants are able to recognize and use collocations in communication.	Collocations	collocations	Lecture, watching short movie, practice, discussion
3	Participants are able to recognize and use idioms in communication.	Idioms	Idiomatic expressions	Lecture, practice, discussion

Formulaic competence is one of the weakest competences commonly found among non-native speakers because the non-native speakers are hardly trained to use formulaic speech in their communication. Through the sessions, the course participants are introduced and exposed to some forms of formulaic speech such as routines, phrasal verbs, idioms, and other daily expressions. The teachers are encouraged to use them repeatedly in the appropriate contexts so that the forms become parts of their language behaviour. Table 29 shows the details of formulaic session.

Table 30. Discourse Session

Meeting	Competence	Topic	Materials	Activities
Discourse Competence				
1	Participants are able to accurately use deixis when presenting their lessons and handling their class.	Deixis	Spatial, personal, temporal	Lecture, practice, game discussion
2	Participants are able to manage old and new information as well as using appropriate conjunction.	Coherence	Management of old and new information, conjunction	Lecture, practice, discussion
3	Participants are able to negotiate meaning and be inherent to the turn-taking system in the classroom interaction.	Conversational structure	Turn-taking system in conversation	Lecture, role-play, discussion

To enhance the discourse competence, the course participants are given practices through role-plays and story-telling. The teachers are expected to be able to present and manage new and old information in their utterances. The teachers are also trained to handle and manage a conversation through dialogic conversational practices. In more advanced group, debate can be used to improve teachers' discourse competence. Trainers are supposed to be able to anticipate some questions from the participants during the activities. Some teaching techniques such as discussion, game, and role-play can be applied. The course participants are encouraged to have more conversational practices. When it is possible, topics related with the real class situations can be used. The details of the session is presented in table 30 above.

Meanwhile, in order to improve teachers' interactional competence, teachers are facilitated to have information exchange practices through discussions or role-plays. Various expressions to show opinion, feelings, agreement, disagreement, regret, and many others are introduced to the participants. They are also given a chance to practice using those expressions through some problem-solving practices provided by the trainer. The next table (table 31) shows the details of the session. The sample of lesson can be found in the training module which is attached in the appendices. Indeed, trainers should be able to encourage the participants to be actively involved in the practices and activities during the session.

Table 31. Interactional Session

Meeting	Competence	Topic	Materials	Activities
Interactional Competence				
1	Participants are able to use daily exchanges, and exchange information .	Interpersonal exchange	Daily exchanges, information exchanges	Lecture, Role-play, discussion
2	Participants are able to show agreement, disagreement, satisfaction, dissatisfaction, various feelings, and expectation	Expressing opinion, feelings, and expectation	Showing : agreement, disagreement, satisfaction, dissatisfaction, various feelings, and expectation (hope, plan, goal)	Lecture, Role-play, discussion
3	Participants are able to suggest, request, instruct, advise, encourage, complain, criticize, blame, admit, deny, apologize, and forgive using appropriate expressions.	persuasion and problem	suggesting, requesting, instructing, advising, warning, encouraging, complaining, criticizing, blaming , admitting and denying, apologizing and forgiving	Lecture, simulation, discussion

The designs developed in this phase were validated through some thorough discussions with experts and educational practitioners. It is in accordance with what is suggested by Sugiyono (2012, p. 302) on his discussion about product validation in research and development. In this research, the writer involved her promoters to give input and validate the products. Besides, she also involved educational practitioners who have experienced in trainings and teaching English to young learners. The educational practitioners are Silvester Goridus Sukur, SS, M.Pd, a book writer, the branch manager of ELTI Kompas Gramedia in Yogyakarta, and the national academic manager of language education institution for all branches in Indonesia; and Lucia Setyowati, an Indonesian who has been teaching at elementary school in the United States of America for more than ten years. Through the discussions, the writer received some input to revise and better the designs.

The writer received input to improve the communicative competence assessment. The input included the format, instruction, and content. The other useful input was to improve the content of the training course. The writer was advised to carefully determine the competences which were going to be achieved in each session as well as arranging and selecting the topics of each session.

The input is summarized in this following table :

Table 32. Input for the design

Components of the design	Input	Revision
Format	<ul style="list-style-type: none"> - The format of CCA should be written in good format. Make sure the respondents feel comfortable when completing the assessment. - Do not need to put the abbreviations of the communicative competence aspects. 	<ul style="list-style-type: none"> - The format of CCA is made as friendly as possible - The abbreviations of the communicative competence aspects were deleted.
Instruction	<p>The instruction is clear and understandable but the range of answer choices (never, infrequently, sometimes, frequently, mostly, and always) need to be reviewed. Some of the items cannot be answered with the adverbs of frequency.</p>	<p>The answers provided are changed into agree, strongly agree, neutral, disagree, strongly disagree.</p>
Content	<ul style="list-style-type: none"> - Some misspelling and mistyping in performance assessment rubric - Wording in some part of the discourse competence items in the self-reflection assessment (discourse competence) are redundant. - Too many items in some topics in the training design 	<ul style="list-style-type: none"> - Correcting the misspelling and mistyping - Simplifying and changing the wording - Reduce the items, select the very specific ones.

Overall, the designs consist of design of English training course for teachers and communicative competence assessment. In the development phase, the designs were developed based on the theoretical ground and validated by experts. Thus, the designs underwent some revisions. After being revised and validated, the designs were then field-tested.

4.4 The Effectiveness of the English training course to develop teacher's communicative competence

The revised and validated design of English training course was tried out in one of the schools. The try-out in this small scale gave the writer some input to better the design. The design underwent some revision. The minor revision was on the wording of the items in the self-reflection assessment. After the revision, the designs were ready to undergo the next field-testing process.

The field testing was conducted based on the seventh research question : “How effective is the proposed model of English training course program to develop teachers' communicative competence ? To see if the model developed in the previous phase was effective or not, the writer arranged an experimental research design. Kothari (2004, p.5) maintains,

Experimental approach is characterized by much greater control over the research environment and in this case some variables are manipulated to observe their effect on other variables.

Instead of employing other types of experimental research design, the writer decided to employ non-equivalent control group design which was one of the

techniques under quasi-experimental design (Sugiyono, 2012). The decision was made based on some considerations as the following :

- The teachers in each school involved in this study had different level of English proficiency, different educational background, and different experiences as teachers of bilingual programs. The differences affected the results of the pre-test. Or in other words, the groups of teachers from different schools may be different prior to the treatments.
- The groups taken as control and experimental groups could not be randomly selected. It was due to the limited access to control the assignment or treatment given to the groups. The main limitation was the difficulty to match the schedule of treatment (English training to enhance communicative competence) between the writer as the researcher and the schools. The schools had commonly arranged a fixed program for the whole academic year. The writer could only use the open slots they had for workshops. Therefore, the writer could only follow the school's schedule and use the groups which were available.

Basically, this kind of quasi experimental design is similar to pre-test post-test control group design except the randomization mechanism. Sugiyono (2012, p. 79) diagrammatically illustrates the design as follows :

$$\begin{array}{ccc} \underline{O1} & X & \underline{O2} \\ O3 & & O4 \end{array}$$

O1 and O2 act as the experimental groups which receive treatment. O1 describes experimental group condition before the treatment and O2 is the

experimental group after the treatment. O2 will show if the treatment is effective. Meanwhile, O3 is the control group at the pre-test. O4 is the control group which does not receive treatment. The effect of the treatments confirms if the treatments are effective or not. The effect of treatment is shown by this formula : $(O2-O1) - (O4-O3)$.

This experimental study was to prove the hypothesis that the treatment given (English training to enhance communicative competence) would improve teachers' communicative competence. Following the procedure of non-equivalent control group design, both groups were given pre-test and post-test. The tests employed were the Communicative Competence Assessment (CCA) which had been developed and validated in the development phase.

Because the CCA would be applied as pre-test instrument, this assessment tool should undergo some processes to ensure its validity and reliability. Evidence that can support the validity of the assessment is construct-related evidence (Brown, 2003, p.25). Further, Brown argues that construct validity is related with theories that stand before the assessment construction. In this case, the Communicative Competence Assessment was developed based on the theories of communicative competence from Celce-Murcia (2007) and the items in the assessment have the aspects of communicative competence. Hence, it can be said that the assessment has the construct validity.

To get accurate data, the assessment tool's validity and reliability was also analysed using Corrected Item-Total Correlation. To do so, the writer conducted a pilot study involving 9 teachers. The assessment tool reached its validity and reliability after the second revision. The reliability is shown by the value of Cronbach alpha 0.938 which indicates that the tool is very reliable and all the r values of all items towards the total item are above the r table or >0.666 (the result of the validity and reliability analysis is attached in the appendices). From the series of validity and reliability analysis, it can be concluded that the assessment tool was reliable and valid to be used as instrument to get data for the pre-test and post-test in the experimental study. In other words, the Communicative Competence Assessment tool is ready to use.

The experimental study took place at SD Kebon Dalem 1 Semarang (Kebon Dalem 1 Elementary School) and Kebon Dalem 2 Elementary School Semarang. Kebon Dalem 1 Elementary School was treated as the experimental group whereas Kebon Dalem 2 Elementary School played role as the control group. Based on the results of the communicative competence assessment which also acted as the pre-test, the trainings were given in 8 (eight) sessions within 2 (two) months. The control group received training on how to teach in English while the experimental group received training on communicative competence enhancement. The sessions in experimental group emphasized the enhancement of linguistic and formulaic competences which were two of the

weakest communicative competences found in both control and experimental groups.

The following is the detail of the application of the experimental design in this phase :

I. Pre-Test

The pre-tests were conducted at two schools in two days. Below are the results of the pre-tests (more detailed results are attached in the appendices--for the sake of research ethics, the writer used pseudonyms). The pre-test was firstly held at Kebon Dalem 2 Elementary School, Semarang on September 16, 2016. The results showed that the class average for the linguistic competence was 2.52; the sociocultural competence was 3.08; the strategic competence was 3.00; the formulaic competence was 2.78; the discourse competence was 2.93, and the interactional competence was 2.95. Overall, the average of communicative competence was 2.73.

The pre-test was also held at Kebon Dalem 1 Elementary School, Semarang on September 17, 2016. The results of the pre-test indicated that the class average for the linguistic competence was 2.85; the sociocultural competence was 3.41; the strategic competence was 3.04; the formulaic competence was 1.99; the discourse competence was 2.90, and the interactional competence was 3.05. Overall, the average of communicative competence was 2.89.

The overall impression of the pre-tests conducted at the two schools aforementioned above is as the following:

The teachers assessed were not yet communicatively competent. In average, their communicative competence was between limited and moderate. In this level, communication in English along the classroom interaction did not go smoothly. The weakest competence was formulaic competence. It is the ability to use fixed and prefabricated expressions heavily used in everyday interaction. Concern was also given to linguistic competence. It is the knowledge of phonological, lexical, morphological, and syntactic.

Based on the results of the communicative competence assessment above, the participants were recommended to follow English training with more emphasis on the efforts to improve their formulaic and linguistic competences. The participants (teachers) also needed to have more exposure towards the target language.

II. Treatments

The results of the communicative competence assessment showed that in average, the teachers in both schools in had almost similar level of communicative competence. Relatively, those teachers were not yet deserved to be called as having communicative competence to teach in English. Their levels of communicative competence varied between limited and moderate. Overall, the teachers could not yet be called as communicatively competent.

Based on the results of the pre-tests, the writer decided to treat the first school as the control group and the second school as the experimental group.

The control group followed regular training that was training on how to teach in English. The training was conducted in eight meetings and lasted for two months. This training was just the same as one the existing trainings previously discussed in the exploratory phase. Meanwhile, the experimental group received different treatment, that was a new English training program to improve their communicative competence.

A training program to improve teachers' communicative competence with emphasis on the weakest competences was prepared and seen as the treatment given to the experimental group. By applying the design of English training course developed in the previous research phase, the treatment was arranged in this following scheme :

- Name of program :

Teacher Training Course in English

- Course Description :

This course was designed for teachers of bilingual program and aimed to enhance their communicative competence in English. During this course, the participants learnt and had a lot of practices in six aspects of communicative competence namely the linguistic competence, sociocultural competence, discourse competence, strategic competence, interactional competence, and formulaic competence. A strong emphasis

was given to **linguistic competence** and **formulaic competence**. The participants were involved in discussions, games, and role-plays. Assessment was done through mini-teaching which was conducted at the last meetings of the course.

- Course Objectives :

Upon completion of the course, the participants were expected to be able to demonstrate their communicative competence in managing their classroom, engaging interaction with students both inside and outside the classroom and in their tasks to teach their subject in English.

- Number of Meetings :

8 (eight) sessions

- Time allocation :

90 (ninety minutes) per session. The training was scheduled for two months from October until November 2016.

- Number of participants :

15 (fifteen) participants.

- Place and supporting facilities :

Kebon Dalem 1 Elementary School Semarang, classroom supported with whiteboard, moveable desks, LCD, screen projector, sound system (speaker).

- The course outline :

Session	Competence	Topic	Materials	Activities
Linguistic Competence				
1	Participants are able to apply the English tenses in communication with students.	Focus on Form	Review of English tenses	Lecture, practice, discussion
2	Participants are able to appropriately use specific words, phrases, and expression when teaching.	Classroom phrases and expressions	English for specific purposes; vocabulary	Lecture, Games, discussion
3	Participants are able to accurately pronounce English words especially those used in the class.	Eloquent English	Basic phonetic symbols ; pronunciation.	Lecture, practice, discussion
Formulaic Competence				
4	Participants are able to perform speech act routines to manage the class.	Speech act routines	Classroom/ student-teacher fixed phrases	Lecture, role-play, discussion
5	Participants are able to recognize and use collocations in communication.	Collocations	Collocations	Lecture, watching short movie, practice, discussion
6	Participants are able to recognize and use idioms in communication.	Idioms	Idiomatic expressions	Lecture, practice, discussion
Mini Teaching				
7,8	Participants are able to deliver their subjects in English as well as managing their class in fluent, appropriate, and accurate English.	Mini teaching	Mini teaching	Assessment, feedback

During the treatment, the teachers were given opportunities to practice and consult with the trainer. The trainer put herself more as facilitator to encourage participants to be more self-confident in expressing their thoughts in English and in building smooth communication in English. The atmosphere of the course was made as relaxed as possible so that the participants felt secured and enjoyed the training course. The participants took active participation in the sessions.

The teachers' progress was observed through their performances in the training. The writer made some notes on each participant's progress. From the writer's observation, most of the participants showed a good progress during the training. Those who were not self-confident at the beginning of the course gradually showed more self-confidence in expressing their ideas and thoughts in English. Although at the beginning of the course some or even most of the participants used mixed language between Indonesian (L1) and English, along with the progress they made, the amount of L1 use decreased at the last sessions of the course.

To improve teachers' linguistic competence, the teachers were asked to have discussion on English tenses and practice to apply the tenses accurately in the expressions they use. The teachers also collected new words and expressions that they could use in the class. The teachers were also introduced to simple phonetic symbols so that they could always check the correct pronunciation by looking up the phonetic symbols in the dictionary.

In order to improve teachers' formulaic competence, the teachers were exposed to various chunks used both in the classroom and daily communication.

The teachers were asked to memorize some chunks and used them repeatedly in various contexts until there were some of the new chunks that were acquired.

III. Post-Test

At the end of the course, the teachers were assessed again using Communicative Competence Assessment which was now used as post-test. The participants completed three kinds of assessment: self-reflection assessment, receptive-productive assessment, and performance assessment. The self-reflection assessment was done by the participants after they followed the training course. Compared to the pre-test, the results of the post test showed that the participants or the teachers made progress and they were more self-confident. It was shown by the result of self-evaluation completed by the participants.

The receptive-productive assessment was conducted through interview which was basically asking the participants' opinion about their progress in English. The questions in the interview were only used to see the participants' receptive productive skills. Meanwhile, the performance assessment was conducted through mini-teaching at the last sessions of the course.

Overall, the results of the post-tests in both control and experimental groups show some progress. For the control group, the class average communicative competence was 2.85 and for the experimental group, the class average was 3.62. The complete results of the post tests are attached in the appendices (appendix 4).

To determine whether the treatment was effective or not, the writer conducted paired T-test. Before the T-test analysis was done, test of normality

was required. Therefore, normality test was done to see if the data had normal distribution. To conduct the test of normality, the writer used Shapiro-Wilk technique using SPSS. To judge if the data had normal distribution, the following base was used :

- If the significance value was > 0.05 , the distribution was normal
- If the significance value was < 0.05 , the distribution was not normal

The result of the test of normality for experimental group confirmed that the data had normal distribution. The table below shows the result of the test of normality:

Table 33. Result of Tests of Normality

Tests of Normality

experimental	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Pre-test	.133	15	.200*	.940	15	.385
Post-test	.183	15	.189	.949	15	.503

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The table shows that the significance values of pre-test and post-test are above 0.05. Hence, it can be concluded that the data have normal distribution. After this requirement was fulfilled, the analysis was continued with paired T-test to compare the means.

Table 34. Result of paired-sample statistics

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest1	2.89	15	.340	.088
posttest1	3.62	15	.312	.081

The result of paired-sample statistics above shows that the mean in pre-test is 2.89 and the mean of post-test is 3.62. From this point, it is obvious that there was an increased mean from the pre-test to the post-test. To see further the correlation between the pre-test and post-test, the result of the paired samples correlations below shows how the correlation was.

Table 35. Result of paired samples correlations

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest1 & posttest1	15	.795	.000

The result of paired t-test analysis for experimental group shows that the correlation between pre-test and post-test in experimental group is 0.795 which

means that the correlation is strong and positive (Triton, 2006, p.92). The r squared shows to what extent the treatment gave effect to the improvement of the teachers' communicative competence (Widhiarso, n.d). In this study, the r (0.795) squared equals 0.63 (=63 %). It means that 63% of the improvement was caused by the treatment and the rest (37%) was because of other factors. It was also supported by the improvement of the means from 2.89 to 3.62 (see table 33).

Meanwhile, the statistic result of the paired samples test helps the writer to prove the hypothesis that the treatment or the teacher training given to the participants is effective to improve teachers' communicative competence. Below is the result of paired sampled test :

Table 36. Result of paired sample test

Paired Samples Test

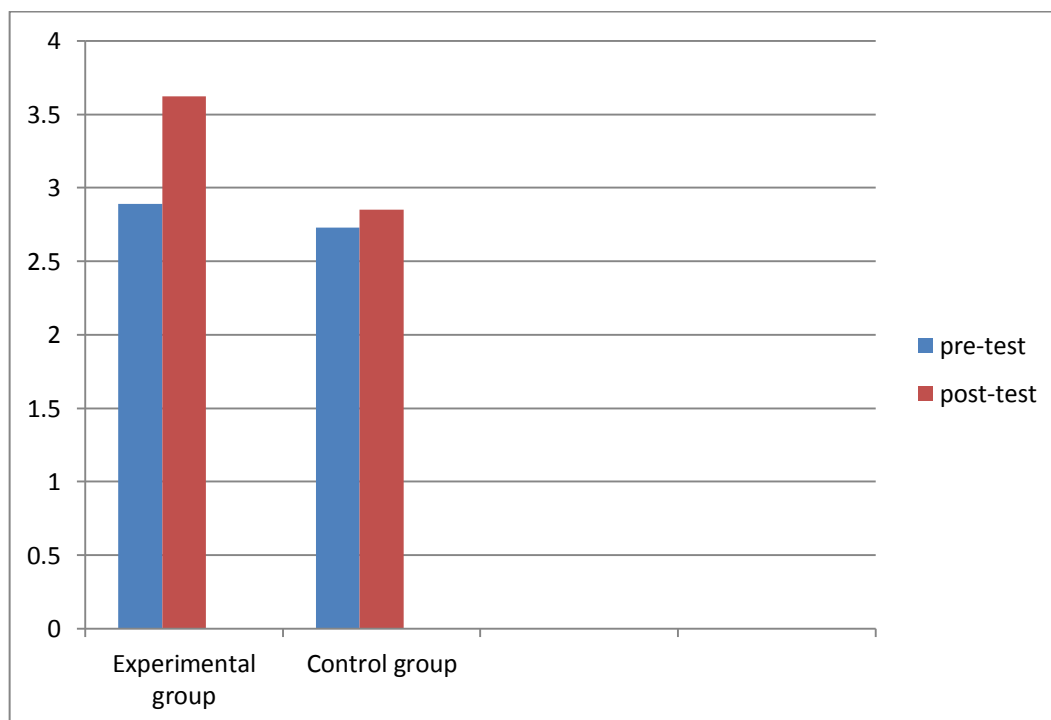
	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest1 - posttest1	-.729	.211	.054	-.846	-.613	-13.415	14	.000

From the table above, it can be seen that the significance value (2 tailed) is 0.000. Because $0.000 < 0.05$, it can be claimed that at significance level 0.05 (95%), the treatment to the experimental group gave effects to the group.

Therefore, the hypothesis can be accepted (H_a) and it can be concluded that the English training is effective to improve teachers' communicative competence. This is also strengthened by the different means between pre-test and post-test which show the teachers' level of communicative competence. Before the treatment, the average level of the experimental group was 2.89 and after the treatment, it increased to 3.62.

Although the teachers in the experimental group were not yet able to be called competent, there was a significant increase in their level of communicative competence. Before the treatment, their communicative competence was between limited and moderate and after the treatment, their communicative competence was between moderate and competent. This group can further improve their communicative competence if they receive continuous trainings and get more exposure to the target language.

On the other hand, after being trained on how to teach in English, the control group also showed a little progress. The teachers in the control group tended to show routines in their teaching practices. They commonly did teaching business as usual and they were still nervous when they were confronted with unexpected situation. Diagrammatically, the teachers' progress in both control and experimental groups can be described below :



Pre-test and post-test in the control and experimental groups

In conclusion, the English training given to the teachers is effective to improve their communicative competence. In this training, the teachers are given materials which they mostly need. This training also emphasizes teachers' oral communicative skills. Therefore, most of the activities in the training involve teachers' participation. The communicative competent assessment which is a part of the training design is also effective to measure teachers' communicative competence level. Knowing the level of communicative competence is one of the key factors to give the most appropriate treatment or training to enhance teachers' communicative competence.

In relation to Indonesian government's concern on teacher's professional development through professional trainings following the results of *UKG (Uji*

Kompetensi Guru – Teacher’s Competences Examination), this training is worth to be considered as another design of teacher’s professional training beside the other cognitive professional trainings which are directly related with the subjects taught. For this time being, this training design is especially for teachers of private schools which run bilingual programs. This training can help teachers improve their ability in English by which the subjects in the program are delivered. In the future, it is not impossible to have this design of communicative competence assessment and teacher’s training to enhance the communicative competence of teachers at public schools. Moreover, if in the future the government re-establishes the international standard schools, the communicative competence assessment and the training can be used either in the selection process of teachers for bilingual program or to maintain the teachers’ quality.

4.4 How the results of the research were disseminated

The results of the research were written as articles or papers and disseminated in some international conferences such as Asian EFL International conference (Philippines, 2014), Indonesia Focus Conference (2015 in the United States of America), Ohio Tesol Conference (2015), 9th Malaysia International Conference on Languages, Literatures, and Culture (Penang, Malaysia, 2016). The writer received positive input from her presentations in the international forum.

The general idea of communicative competence assessment for teachers of bilingual schools in Indonesia has been published in Asian EFL journal, the

Professional Teaching Issue number 91 in April 2016. Some of the results of the research was written in the form of academic article and published in national accredited journal, CELT in July 2017.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusion of the study, the implication, and the suggestion. Systematically, this chapter is divided into three main parts which accommodate the conclusion, implication of the study for educational field, and suggestions for future research.

5.1 Conclusion

From the results of all phases in this research and development study, there are some conclusions that can be drawn.

- a. There are several training programs run by the schools to professionally develop the teachers' competencies. Most of the programs are related with teaching in general such as teaching techniques and how to use certain textbooks. Only in some schools and for a short period the teachers received training related with how to teach in English. From this research, it is revealed that even teachers who have been teaching in bilingual or immersion program still need trainings to improve their target language competences. It is also revealed that commonly teachers focus on their 'grammatical' weaknesses.

They are not aware that there are some other aspects of communicative competence that prevent them to be fluent communicators. From in-depth discussions through interview and focus group discussion, it can be summarized that actually teachers need trainings that can help them improve their communicative competence.

- b. Considering the limitation of the existing trainings and the needs of teachers for communicative competence enhancement, a design of English training was developed. The design is structured by the components of communicative competence taken from Celce –Murcia (2007) which comprises linguistic competence, sociocultural competence, strategic competence, formulaic competence, discourse competence, and interactional competence. The design gives any training coordinator or program manager a flexible choice of materials as long as the materials cover the items of communicative competence aspects that have been arranged in the syllabus. The design is also completed with assessment tools which will help training coordinator as well as school principals map their teachers' communicative competence level. The assessment is a communicative-performance based assessment which consists of three sets of assessment : self-reflection assessment, receptive-productive assessment, and performance assessment.
- c. From the results of field-testing, it can be confirmed that the training design is effective to improve teachers' communicative competence. As a note, from the assessments conducted in the schools, it is found out that in average, the

weakest competences among the teachers are linguistic competence and formulaic competence. For long-term professional development project, the schools are suggested to have continuous trainings or practices to improve their competences.

5.2 Implication

From the results of this research, there are some critical points that relate to the implication of this research in the educational field. Those critical points are presented in these following paragraphs:

Teachers of the bilingual program are one of the keys to program success and quality. A very good and well designed bilingual program will not be able to achieve its goal if it is not supported by good teachers. The question of what make a good teacher for a bilingual program requires a more complex answer than the question itself. The teachers indeed have double burden because they have to master the content of their subject to show their pedagogical and professional competences and on the other side they have to serve as target language model for their students. Some teachers as observed in this study are nervous in handling the double burden. In worse situation, some of them are not ready at all. It has been like an open secret that bilingual program in which one of the instructional languages is English, is a magnet for parents to compete sending their children to such program. For private educational institutions, it opens a wide opportunity to offer such program with a target to get

more student intake. To realize parents and school expectations towards this program, it should be counterbalanced by good maintenance of the teacher quality.

Reflecting to the results of the assessments to the teachers which were conducted during this study, the writer's attention was drawn to the poor formulaic competence possessed by the teachers. Ellis (1994) in his discussion about the developmental pattern of second language acquisition, explains that similar to first language acquisition, the second language acquisition also allows the learners to follow order and sequence of developmental pattern. The use of formulaic expressions helps second language learners keep communication smooth especially in unplanned language use in which the second language speakers tend to deliberately pay attention to the language form by using explicit language or grammatical knowledge or by translating (Ellis, 1994, p. 82). In unplanned language use, teachers tend to translate from the first language to the target language. It is even worse when they translate word by word. If only they can apply formulaic speech which consists of fixed and memorized chunks, they will be able to overcome their nervousness in unpredictable situation such as when students ask something out of the context or when interacting with students develop into more intimate and intensive conversation.

The formulaic speech itself is commonly used by native speakers as reflection of language behavior. It consists of routines, patterns, lexical phrases or even longer expressions such as greetings which are fixed and predictable. Pawley and Seyder (1983 as cited in Ellis, 1994, p.85) maintain that "achieving native-like control

involves not only learning a rule system but also memorized sequences and lexicalized sentence stem". Practices that stimulate the use of formulaic speech can boost teachers' formulaic competence. The more memorized chunks they have, the easier they compensate with communication breakdowns. In other words, the formulaic speech can help teachers develop their formulaic competence and strategic competence. The memorized expressions can also help teachers develop their linguistic competence because they can refer to the structure of the fixed expressions they use. In fact, they can also learn about the target culture through the expressions, when and how the expressions are said appropriately within certain discourse. Up to this point, the writer argues that formulaic competence is crucial for a second language speaker. Teachers of bilingual program can be trained to equip themselves with formulaic speech. The formulaic speech can help teachers survive in unpredictable language use.

In relation to teacher' professional development, English training which focused on communicative competence enhancement can support teacher's professional competence. As it is stated in the Teacher Law (The Laws of Republic Indonesia Number 14, 2005 chapter 10), teachers are professionals who are required to have four basic competencies including the pedagogical competence, personal competence, social competence, and professional competence. The government has concerned with teachers' cognitive ability by providing trainings after assessing the teacher competence through teacher competence assessment (*Uji Kompetensi Guru*—

UKG). The design of English training developed in this study can accompany the trainings to improve teachers' communicative competence.

Another perspective on the implementation of this design is the training design including the assessment tool produced in this study can be used to better the concept of international standard schools in the future. The quality of the teachers who teach at the program should be well maintained through training program. The assessment tool can be used either in the teacher recruitment process or in the maintenance of in-service teachers. It is because at the college, teachers are not prepared to be bilingual teachers. The teachers of bilingual program usually learn and develop themselves in the field rather than at college. Therefore, professional trainings like this design is essential for them.

The ideas and some results of this study have been disseminated through international conferences such as the 11th Asian EFL conference in Clark, Phillipines (2014), The Indonesia Focus Conference in Columbus, Ohio, USA (2015), the Ohio Tesol Conference in Columbus, USA (2015), 9th Malaysia International Conference on Languages, Literature, and Culture in Penang Malaysia (2016). Some part of this study was also published in the Asian EFL international journal, Professional Teaching Issue 91, April 2016 and will be published in CELT, national accredited journal in July 2017.

5.3 Suggestions

- a. For the coordinators of bilingual or immersion program :

This design of training and assessment for communicative competence enhancement can be used as guidance to prepare a professional training for teachers. The school may also use the design to develop regular daily practices for teachers in the form of conversation club for teachers.

- b. For Teacher Education institutes

Seeing the poor formulaic speech of in-service teachers under this study, the teacher students can be exposed more to activities, lessons, and practices to improve their formulaic competence. Formulaic speech need to be introduced to the teacher students as a preparation before they teach in real classrooms.

- c.. For the Educational Ministry of the Republic of Indonesia :

The design of this training may give an idea that to run an international standard school, a thoughtful preparation is needed. It includes the selection process of teachers and teacher quality maintenance. The design of training and assessment developed in this study can be used both in the preparation of the program and in the quality maintenance.

- d. For future researchers :

There are some possibilities to develop this study into a more comprehensive study by highlighting some issues such as the use of formulaic speech in teacher talk. The study of formulaic speech itself will be an interesting and challenging topic to investigate. This study also opens possibility to enlarge research setting. Further

research can involve more schools with different levels. This study only involved private elementary schools which have bilingual program in Semarang. In the future, other researchers may involve international schools as the subjects of the study.

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APPENDIX 1. Guidance and Transcript of Interview

Guidance for Interview

- a. What is your name ?
- b. How long have you been teaching here ?
- c. Have you ever got trainings to improve your English ?
 If yes, what kind of training ?
- d. Do you still need trainings to improve your English skills ?
 What kind of trainings ?
- e. Do you always speak English with your students ?
- f. What is the biggest challenge for you in teaching at this program ?
- g. In your opinion, why do parents send their children to this program ?
- h. Do you think you have been able to fulfill parents' expectation ?

Transcript of interview :

With the school principle of DCS

W : Bu Rini.... Apakah guru-guru sering mendapat training ?

R : Hm....sering juga tidak..tetapi sekolah kadang mengirim guru mengikuti training di luar

W : Seberapa sering bu ?

R : tergantung penawaran training

W : Biasanya training seperti apa ?

R : Paling sering ya tentang pengajaran...teknik mengajar gitu....

W : Kalau training untuk meningkatkan kemampuan komunikasi berbahasa Inggris ?

R :Belum...belum pernah....

W : Training yang diadakan di sekolah ?

R : Paling hanya briefing-briefing... yang tidak tahu tanya yang sudah pernah ngajar...O..ya... ada dari book publishers...tentang cara mengajar ..dengan bukunya...

W : Kalau untuk mengukur kemampuan bahasa Inggris guru bagaimana caranya bu ?

R : oh waktu masuk ..proses seleksi...ada TOEFL, wawancara...dan terjemahan ...

W : terjemahan...?

R : Ya... materi dari buku....

With the school principle of TT :

W : Siang Ms. Kris... Untuk kemampuan berbahasa Inggris guru-guru imersi selama ini diukur pakai apa ya ?

K : Hmm..... sebetulnya kalau mengukur kemampuan berbahasa Inggris itu cuma saat seleksi...pakai TOEFL , wawancara dan micro teaching bu....

W : O I see... Kalau untuk training sendiri...training seperti apa yang sekolah berikan untuk meningkatkan kemampuan berbahasa Inggris guru ?

K : Hm...kalau spesifik gitu ga ada bu.... Paling ya training dari penerbit buku... atau training di luar...kami butuh sebetulnya bu...

W : Jadi belum ada ya bu....

K : belum bu.....

With the school principle of KD 1

W : Bu Atik....bagaimana pelaksanaan program bilingualnya...?

A : Jalan ...tapi ya..sepertinya ya masih sulit...guru-guru belum lancar bahasa Inggrisnya dan anak-anak juga katanya belum bisa....

W : yang mengajar di bilingual guru baru ?

A : ya bukan.... Guru mapel...

W : mereka lancar berbahasa Inggris ?

A : sebagian....

W : diseleksi ?

A : tidak....tidak ada seleksi cuma yang mengajar matematika dan ipa saja

W : pernah training bu ?

A : pernah ..waktu persiapan... 2 bulan....

W : trainingnya tentang....?

- A : Cara mengajar pakai bahasa Inggris....
With the school principle of KD 2
- W : Bu sudah pernah ada training untuk guru yang mengajar kelas bilingual ?
- Ag : Pernah.... Sekali aja bu...bersama dengan KD 1...cara mengajar dalam bahasa Inggris...
- W : Setelah itu...?
- Ag : ga ada...belum ada...
- W : Cara meningkatkan kemampuan bahasa Inggris ?
- Ag : Ya..Cuma latihan dengan guru lain dan tanya guru bahasa Inggris...
- W : untuk yang mengajar di program bilingual apa ada seleksi ?
- Ag : tidak ada....hanya yang mengajar matematika dan Ipa otomatis harus mengajar di kelas bilingual
- W : baik bu....

With the school principle of Terbang

- W : Bu...adakah pelatihan yang diberikan kepada guru-guru program EP untuk peningkatan bahasa Inggris mereka ?
- M : Hanya mengirim mereka ke lokakarya...biasanya sih dari luar...kalau di sekolah hanya dari penerbit buku....
- W : penerbit buku ?
- M : ya...yang bukunya kami pakai...
- W : pelatihannya tentang apa ?
- M : Tentang mengajarr dengan buku tersebut...
- W : bagaimana kemampuan bahasa Inggris mereka ?

- M : masih belum maksimal sih...
- W : mengukur kemampuan mereka dengan cara apa ?
- M : hanya dengan wawancara

Interviews with teachers

01TT1

W	I'd like to ask you some questions...
01TT1	Uh hm...no problem...
W	Let's start with ...where did you graduate from ?
01TT1	IKIP
W	Why do you teach at this program ?
01TT1	Because I want to apply my knowledge and develops myself as a professional teacher at bilingual school.
W	What do you teach ?
01TT1	Math
W	Have you ever got any training on teaching in English math in English ?
01TT1	Never but I need trainings on teaching in English math in English and speaking
W	What is your main problem when communicating in English ?
01TT1	My strong Javanese dialect

02TT2 :

W	Why do you teach at this program ?
02TT2	because she graduated from English department
W	Have ever got any training on teaching in English ?
02TT2	No...never...
W	What kind of training do you need ?
	hmmm.....trainings to improve my communication skills
W	What is your main problem when communicating in English ?
02TT2	unfamiliar vocabularies in science because I don't have background knowledge in that field

03TT3 :

W	Why do you teach at this program ?
03TT3	I love teaching.
W	Have you ever got any training on teaching in English math in English ?
03TT3	I've never got any trainings to teach math in English. But once I got a training on teaching in English in English. In the future, she needs more
W	What kind of training do you need ?
03TT3	how to deliver the lessons so that the students can easily understand, trainings on teaching in English techniques and how to communicate with

	students effectively, trainings on ESP and how to effectively use English for classroom management.
W	What is your main problem when communicating in English ?
03TT3	Limited vocabulary and daily expressions

04TT4

W	Why do you teach at this program ?
04TT4 W	Because I was assigned by the school to teach at bilingual program
04TT4	Have ever got any training on teaching in English ?
W	I've never got special trainings on how to teach in English but...but... the school has sent me to seminars and conferences in English teaching...several times...
04TT4	What kind of training do you need ?
W	I need more trainings on teaching in English techniques and how to handle the class in English.
04TT4	What is your main problem when communicating in English ?
W	how to deliver lessons with language that can easily be understood by students.

05TT5 :

W	Why do you teach at this program ?
05TT5	I think teaching at bilingual program is more interesting, challenging, and I will get new knowledge
W	Have ever got any training on teaching in English ?
05TT5	never got any trainings to teach in English
W	What kind of training do you need ?
05TT5	how to teach math and science in English ..and trainings to improve communication skills.
W	What is your main problem when communicating in English ?
05TT5	unfamiliar words in math and science

06TT6 :

W	Why do you teach at this program ?
06TT6	Well...it is my own initiative...
W	Have ever got any training on teaching in English ?
06TT6	Ya....trainings on how to teach in English
W	What kind of training do you need ?
06TT6	teaching techniques to be applied in bilingual program including the daily expressions that I can use in the class

W	What is your main problem when communicating in English ?
06TT6	how to make students understand the materials and ...I don't know...I tend to translate the materials into Indonesian.

07TT7

W	Why do you teach at this program ?
07TT7	To develop myself
W	Have ever got any training on teaching in English ?
07TT7	I ever got trainings on how to teach in English
W	What kind of training do you need ?
07TT7	Trainings on pronunciation and how to keep communication smooth.
W	What is your main problem when communicating in English ?
07TT7	Sometimes I am blank, can not find the right words to say.

08TT8 :

W	Why do you teach at this program ?
08TT8	Because of my educational background...I was assigned by the English program coordinator to teach at bilingual program.
W	Have ever got any training on teaching in English ?

08TT8	I have followed four trainings on how to teach in English.. with microteaching
W	What kind of training do you need ?
08TT8	training on how to deliver lessons and making teaching media.
W	What is your main problem when communicating in English ?
08TT8	it is not easy to deliver lessons prepare materials and lesson plans in English.

09TT9

W	Why do you teach at this program ?
09TT9	Because I love teaching
W	Have ever got any training on teaching in English ?
09TT9	I have ever got training when I was accepted at this school
W	What kind of training do you need ?
09TT9	Training on fun teaching and how to be fluent speaker in English.
W	What is your main problem when communicating in English ?
09TT9	How to be consistent in using English. I am often influenced by my Indonesian or Javanese accent.

10TT10

W	Why do you teach at this program ?
10TT10	Because I want to apply my knowledge. ..and I think it gives me a new challenge
W	Have ever got any training on teaching in English ?
10TT10	I never got any training on how to teach in English
W	What kind of training do you need ?
10TT10	training on special vocabularies and expressions that can be used in the class.
W	What is your main problem when communicating in English ?
10TT10	there are students who can not use English properly because it is not their mother tongue and there are vocabularies which are difficult for children.

11TT11 :

W	Why do you teach at this program ?
11TT11	Because I like English
W	Have ever got any training on teaching in English ?
11TT11	I never got any training on how to teach in English
W	What kind of training do you need ?
11TT11	Hm...how to be fluent in English...

W	What is your main problem when communicating in English ?
11TT11	Limited vocabularies in non-English subjects become her problem when teaching in English.

12TT12 :

W	Why do you teach at this program ?
12TT12	I think I can teach bilingually although I have never got any training before
W	Have ever got any training on teaching in English ?
12TT12	I have never got any training on how to teach in English
W	What kind of training do you need ?
12TT12	trainings on grammar and conversation
W	What is your main problem when communicating in English ?
12TT12	I am not sure with my grammar and vocabularies

13TT13

W	Why do you teach at this program ?
13TT13	Because my educational background
W	Have ever got any training on teaching in English ?

13TT13	Yes. I have ever joined English trainings four times
W	What kind of training do you need ?
13TT13	creative teaching and how to improve communicative skills.
W	What is your main problem when communicating in English ?
13TT13	how to make children understand the lessons which are delivered in English.

14TT14 :

W	Why do you teach at this program ?
14TT14	Because I hope my English proficiency can be applied and developed.
W	Have ever got any training on teaching in English ?
14TT14	Only when I was at the college
W	What kind of training do you need ?
14TT14	trainings on grammar and how to be more fluent speaker
W	What is your main problem when communicating in English ?
14TT14	Although I graduated from English literature program, I still find it difficult to choose and use appropriate vocabularies in various levels.

15TT15 :

W	Why do you teach at this program ?
15TT15	I am interested in teaching all subjects in English
W	Have ever got any training on teaching in English ?
15TT15	No. I have never got any training
W	What kind of training do you need ?
15TT15	trainings on pronunciation, vocabulary, and grammar
W	What is your main problem when communicating in English ?
15TT15	pronunciation of new vocabularies

16TT16 :

W	Why do you teach at this program ?
16TT16	Because I like English and teaching using English is a challenge.
W	Have ever got any training on teaching in English ?
16TT16	No. I have never got any formal training but I learn more from the field
W	What kind of training do you need ?
16TT16	in the future, I need trainings on teaching in English techniques and manage the classroom using English
W	What is your main problem when communicating in English ?
16TT16	Vocabularies

17TT17 :

W	Why do you teach at this program ?
17TT17	Because I like English and teaching using English is a challenge.
W	Have ever got any training on teaching in English ?
17TT17	No. I have never got any formal training but I learn more from the field
W	What kind of training do you need ?
17TT17	in the future, I need trainings on teaching in English techniques and manage the classroom using English
W	What is your main problem when communicating in English ?
17TT17	Vocabularies

18KDD1

W	Why do you teach at this program ?
18KDD1	Pakai bahasa Indonesia saja ya ... karena ditugaskan yayasan
W	Have ever got any training on teaching in English ?
18KDD1	Sekali di awal program bilingual..2 bulan ..Mei Juni 2013
W	What kind of training do you need ?
18KDD1	speaking
W	What is your main problem when communicating in English ?
18KDD1	Anak-anak tidak bisa menghafal kosa kata baru...

19KDD2

W	Why do you teach at this program ?
19KDD2	Karena ditugaskan yayasan bu...
W	Have ever got any training on teaching in English ?
19KDD2	Belum pernah...saya sendiri yang belum pernah...
W	What kind of training do you need ?
19KDD2	Training untuk peningkatan kemampuan berkomunikasi dlam bahasa Inggris terutama di kelas..
W	What is your main problem when communicating in English ?
19KDD2	Kelancaran berbicara dalam bahasa Inggris dan kosa kata

20KDD3

W	Why do you teach at this program ?
20KDD3	Sama dengan yang lain bu..karena ditugaskan yayasan bu...
W	Have ever got any training on teaching in English ?
20KDD3	Sekali tahun 2013
W	What kind of training do you need ?
20KDD3	conversation
W	What is your main problem when communicating in English ?
20KDD3	Kosa kata terbatas...sering tidak berani untuk mulai pakai bahasa Inggris

21KDD4

W	Why do you teach at this program ?
21KDD4	Karena ditugaskan yayasan ...
W	Have ever got any training on teaching in English ?
21KDD4	Yes in 2013 ...3 months...
W	What kind of training do you need ?
21KDD4	Training to improve my vocabulary and write questions ..
W	What is your main problem when communicating in English ?
21KDD4	Limited vocabulary and not fluent

22KDD5

W	Why do you teach at this program ?
22KDD5	.. ditugaskan yayasan bu...
W	Have ever got any training on teaching in English ?
22KDD5	Sekali...sebelum program dimulai...
W	What kind of training do you need ?
22KDD5	Reading and writing
W	What is your main problem when communicating in English ?
22KDD5	Pronunciation

23KDD6

W	Why do you teach at this program ?
23KDD6	Assigned by yayasan ...
W	Have ever got any training on teaching in English ?
23KDD6	Belum pernah...
W	What kind of training do you need ?
23KDD6	conversation
W	What is your main problem when communicating in English ?
23KDD6	Sulit untuk mengajar dalam bahasa Inggris

24KDD7

W	Why do you teach at this program ?
24KDD7	Karena ditugaskan yayasan bu...
W	Have ever got any training on teaching in English ?
24KDD7	Yes.... for 2 semesters
W	What kind of training do you need ?
24KDD7	grammar and conversation
W	What is your main problem when communicating in English ?
24KDD7	making and arranging sentences in English

25KDS1

W	Why do you teach at this program ?
25KDS1	Hmm...because.. ditugaskan itu apa ..
W	Assigned...
25KDS1	Yes.. assigned by yayasan...
W	Have ever got any training on teaching in English ?
25KDS1	Yes.... for 2 months..
W	What kind of training do you need ?
25KDS1	Speaking and vocabulary
W	What is your main problem when communicating in English ?
25KDS1	Limited vocabulary

26KDS2

W	Why do you teach at this program ?
26KDS2	Karena ditugaskan yayasan bu...
W	Have ever got any training on teaching in English ?
26KDS2	Bisa diulang pakai bahasa Indonesia ?
W	Pernah dapat training tentang mengajar dalam bahasa Inggris ?
26KDS2	Pernah bu...2 bulan...
W	What kind of training do you need ?

26KDS2	effective teaching for bilingual program
W	What is your main problem when communicating in English ?
26KDS2	Kosakata khusus

27KDS3

W	Why do you teach at this program ?
27KDS3	Karena penugasan yayasan bu...
W	Have ever got any training on teaching in English ?
27KDS3	never
W	What kind of training do you need ?
27KDS3	conversation
W	What is your main problem when communicating in English ?
27KDS3	spend much time for translating

28KDS4

W	Why do you teach at this program ?
28KDS4	Karena ditugaskan yayasan bu...
W	Have ever got any training on teaching in English ?
28KDS4	Pernah 2 bulan

W	What kind of training do you need ?
28KDS4	Mengembangkan materials for bilingual program dan speaking
W	What is your main problem when communicating in English ?
28KDS4	Vocabulary. Students juga belum bisa bahasa Inggris.

29KDS5

W	Why do you teach at this program ?
29KDS5	Karena penugasan yayasan ...
W	Have ever got any training on teaching in English ?
29KDS5	Ya...sekitar 2 bulan
W	What kind of training do you need ?
29KDS5	How to develop and deliver teaching materials in English
W	What is your main problem when communicating in English ?
29KDS5	Specific vocabulary and student do not understand the material

30KDS6

W	Why do you teach at this program ?
30KDS6	Karena penugasan yayasan bu...
W	Have ever got any training on teaching in English ?

30KDS6	Pernah...2 bulan..
W	What kind of training do you need ?
30KDS6	Mengajar bilingual dengan efektif
W	What is your main problem when communicating in English ?
30KDS6	Specific vocabulary

31TB1

W	Why do you teach at this program ?
31TB1	Karena kemauan sendiri...sesuai dengan pendidikan saya dan ditugaskan yayasan...
W	Have ever got any training on teaching in English ?
31TB1	Yes several times...
W	What kind of training do you need ?
31TB1	No idea... the school has provided the trainings
W	What is your main problem when communicating in English ?
31TB1	specific vocabularies and limited ability of teacher and students in English.

32TB2

W	Why do you teach at this program ?
32TB2	Karena kemauan sendiri...sesuai dengan pendidikan saya dan ditugaskan yayasan...
W	Have ever got any training on teaching in English ?
32TB2	Yes several times...
W	What kind of training do you need ?
32TB2	No idea... the school has provided the trainings
W	What is your main problem when communicating in English ?
32TB2	specific vocabularies and limited ability of teacher and students in English.

33TB3

W	Why do you teach at this program ?
33TB3	I was assigned by the school foundation and because I got previous experiences in teaching at similar schools.
W	Have ever got any training on teaching in English ?
33TB3	Yes several times...in my previous job
W	What kind of training do you need ?
33TB3	learning materials and how to improve communication skills in English

W	What is your main problem when communicating in English ?
33TB3	grammar

34TB4

W	Why do you teach at this program ?
34TB4	I was assigned by the school principle foundation
W	Have ever got any training on teaching in English ?
34TB4	Yes three times...
W	What kind of training do you need ?
34TB4	teaching methods and how to manage classroom with English
W	What is your main problem when communicating in English ?
34TB4	grammar and limited time with a lot of materials to cover

35TB5 :

W	Why do you teach at this program ?
35TB5	Because I can speak English fluently
W	Have ever got any training on teaching in English ?
35TB5	I have never got training on teaching in English
W	What kind of training do you need ?

35TB5	grammar, pronunciation, and vocabulary
W	What is your main problem when communicating in English ?
35TB5	limited vocabulary

36TB6

W	Why do you teach at this program ?
36TB6	Because I was assigned by the school principle
W	Have ever got any training on teaching in English ?
36TB6	I have ever got trainings on teaching in English with English four times
W	What kind of training do you need ?
36TB6	Training to improve her ability to communicate although she only has limited vocabularies.
W	What is your main problem when communicating in English ?
36TB6	specific vocabulary

37TB7

W	Why do you teach at this program ?
37TB7	Because I was assigned by the school principle
W	Have ever got any training on teaching in English ?

37TB7	Yes... four times
W	What kind of training do you need ?
37TB7	creative teaching and conversation
W	What is your main problem when communicating in English ?
37TB7	students' poor ability in English

38TB8

W	Why do you teach at this program ?
38TB8	I was assigned by the school principle
W	Have ever got any training on teaching in English ?
38TB8	Yes... ten times since 2000
W	What kind of training do you need ?
38TB8	speaking skills
W	What is your main problem when communicating in English ?
38TB8	students are still poor in their English proficiency

39TB9

W	Why do you teach at this program ?
39TB9	I was assigned by the school principle

W	Have ever got any training on teaching in English ?
39TB9	Yes... I have some
W	What kind of training do you need ?
39TB9	creative teaching techniques which can help students better understand the materials
W	What is your main problem when communicating in English ?
39TB9	students' limited vocabulary

40TB10

W	Why do you teach at this program ?
40TB10	Because I was assigned by the school
W	Have ever got any training on teaching in English ?
40TB10	Yes... but when I was at college
W	What kind of training do you need ?
40TB10	grammar
W	What is your main problem when communicating in English ?
40TB10	I'm not self-confident

41TB11

W	Why do you teach at this program ?
41TB11	Because...I was assigned by the school foundation
W	Have ever got any training on teaching in English ?
41TB11	Yes... when I was at college
W	What kind of training do you need ?
41TB11	material development and conversation
W	What is your main problem when communicating in English ?
41TB11	Just not self-confident

42DC1

W	Why do you teach at this program ?
42DC1	Because my own will and my educational background
W	Have ever got any training on teaching in English ?
42DC1	Yes... when I was at college
W	What kind of training do you need ?
42DC1	No idea
W	What is your main problem when communicating in English ?
42DC1	students' difficulties to understand the lessons in English

43DCS2:

W	Why do you teach at this program ?
43DCS2	Because I want it and my educational background supports
W	Have ever got any training on teaching in English ?
43DCS2	Yes... several times
W	What kind of training do you need ?
43DCS2	trainings on how to handle students with poor English
W	What is your main problem when communicating in English ?
43DCS2	students' difficulties to understand the lessons in English

44DCS3

W	Why do you teach at this program ?
44DCS3	Because I want it and my educational background supports
W	Have ever got any training on teaching in English ?
44DCS3	Yes... several times
W	What kind of training do you need ?
44DCS3	trainings on how to handle students with poor English
W	What is your main problem when communicating in English ?
44DCS3	students' difficulties to understand the lessons in English

45DCS4

W	Why do you teach at this program ?
45DCS4	Because I'm interested in teaching
W	Have ever got any training on teaching in English ?
45DCS4	Never
W	What kind of training do you need ?
45DCS4	grammar, vocabulary and pronunciation
W	What is your main problem when communicating in English ?
45DCS4	limited vocabulary and grammar

46DCS5

W	Why do you teach at this program ?
46DCS5	Because of my own will
W	Have ever got any training on teaching in English ?
46DCS5	Never
W	What kind of training do you need ?
46DCS5	trainings to improve my ability to communicate in English
W	What is your main problem when communicating in English ?
46DCS5	pronunciation

47DCS6

W	Why do you teach at this program ?
47DCS6	Because of my own will
W	Have ever got any training on teaching in English ?
47DCS6	Yes.. several times
W	What kind of training do you need ?
47DCS6	vocabulary and effective teaching
W	What is your main problem when communicating in English ?
47DCS6	specific terms and how to introduce new concepts to students

48DCS7

W	Why do you teach at this program ?
48DCS7	Because I want it
W	Have ever got any training on teaching in English ?
48DCS7	Never
W	What kind of training do you need ?
48DCS7	creative teaching methods and speaking skills
W	What is your main problem when communicating in English ?
48DCS7	teaching sources

49DCS8

W	Why do you teach at this program ?
49DCS8	Because my own will
W	Have ever got any training on teaching in English ?
49DCS8	Several times
W	What kind of training do you need ?
49DCS8	teaching in English method and conversation
W	What is your main problem when communicating in English ?
49DCS8	My TOEFL score...oh...

50DCS9

W	Why do you teach at this program ?
50DCS9	Because it is my own will
W	Have ever got any training on teaching in English ?
50DCS9	Never
W	What kind of training do you need ?
50DCS9	trainings to improve communicative skills
W	What is your main problem when communicating in English ?
50DCS9	My speaking skills

51DCS10

W	Why do you teach at this program ?
51DCS10	Because it is what I want
W	Have ever got any training on teaching in English ?
51DCS10	Yes in my first year here
W	What kind of training do you need ?
51DCS10	grammar and pronunciation
W	What is your main problem when communicating in English ?
51DCS10	students who can not easily understand the lesson especially special terms

52DCS11

W	Why do you teach at this program ?
52DCS11	Because I was assigned by the school and I want it
W	Have ever got any training on teaching in English ?
52DCS11	Yes when I was at college
W	What kind of training do you need ?
52DCS11	trainings on vocabularies, grammar, pronunciation and communicative skills
W	What is your main problem when communicating in English ?
52DCS11	specific terms used in some subjects

53DCS12

W	Why do you teach at this program ?
53DCS12	Because I was assigned by the school and my own will
W	Have ever got any training on teaching in English ?
53DCS12	never
W	What kind of training do you need ?
53DCS12	conversation
W	What is your main problem when communicating in English ?
53DCS12	specific terms used in some subjects

54DCS13

W	Why do you teach at this program ?
54DCS13	Because of my own will to improve and develop my English proficiency.
W	Have ever got any training on teaching in English ?
54DCS13	Yach..twice..
W	What kind of training do you need ?
54DCS13	ESP, grammar, and pronunciation
W	What is your main problem when communicating in English ?
54DCS13	specific terms in some subjects

55DCS14

W	Why do you teach at this program ?
55DCS14	Because of my own will .
W	Have ever got any training on teaching in English ?
55DCS14	Never
W	What kind of training do you need ?
55DCS14	conversation
W	What is your main problem when communicating in English ?
55DCS14	My English is not good

56DCS15:

W	Why do you teach at this program ?
56DCS15	Because the school principle asked me to teach at this program
W	Have ever got any training on teaching in English ?
56DCS15	Yes once in the first year of my teaching career
	What kind of training do you need ?
56DCS15	trainings on grammar and communication strategy to keep communication smooth
W	What is your main problem when communicating in English ?

APPENDIX 2. Assessment Tools

Guidance for Assessors

A. Symbols and abbreviations :

ACC : accuracy	LC : linguistic competence	1 : strongly disagree
FLU : fluency	SoC : sociolinguistic competence	2 : disagree
RNG : range	SC : strategic competence	3 : neutral
APP : appropriacy	FC : formulaic competence	4 : agree
INTL : intelligibility	DC : discourse competence	5 : strongly agree
	IC : interactional competence	

B. The Components of Communicative Competence :

- Linguistic competence is the ability to apply the knowledge of the language.
- Sociolinguistic competence is the ability to express meanings appropriately within overall social and cultural context of communication.
- Strategic competence is the ability to handle communication breakdowns and to keep communication smooth.
- Formulaic competence is the ability to use fixed and prefabricated chunks of language that speakers use heavily in everyday interaction.
- Discourse competence is the ability to select, sequence, and arrange words, structures, and utterances to achieve a unified spoken message.
- Interactional competence is the ability to use language functionally and to perform actions through language.

C. The Components of Communicative Competence Assessment :

1. Self-Reflection Assessment : participants are asked to assess themselves.
2. Receptive-Productive Assessment : the assessment is conducted through interview. Assessor completes the rubric for teacher during the interview.
3. Performance Assessment : the assessment is conducted through class observation. Teachers are assessed during teaching process. Assessors complete the rubric for each teacher being assessed.

D. Steps to employ the Communicative Competence Assessment :

1. Set up the schedule for the whole assessment.
2. Prepare the assessment forms for all the participants
3. Assessment can start from self-reflection assessment but it is quite flexible to start with one of the other two assessments.
4. Before administering the self-reflection assessment, make sure that the participants understand the instruction. Remind them to be honest about themselves.
5. To get the overall result, sum up the results of the three assessments using this formula : $R = (A1 \times 20\%) + (A2 \times 40\%) + (A3 \times 40\%)$

R=final score

A1 = self-reflection assessment

A2= interview

A3=performance assessment

6. Check the band descriptor for the final impressions.

E. Band Descriptor

Final Score	Description
1	Intermittent Communicator : Communication occurs only sporadically.
2	Limited Communicator : Receptive/productive skills do not allow continuous communication.
3	Moderate Communicator : Gets by without serious breakdowns. However, misunderstandings and errors cause difficulties.
4	Competent Communicator : Copes well but has occasional misunderstandings or makes occasional noticeable errors.
5	Good Communicator : Copes well and performs competently.

Self-Reflection Assessment

Name :

Institution :

Date :

Complete this self-reflection assessment by responding to the statements in the communicative events. Put a tick (√) in the column that best describes your condition.

1= strongly disagree 2:=disagree 3= neutral 4= agree 5= strongly agree

LC						
No	Communicative events	1	2	3	4	5
1.	I have no problem with pronunciation in English (ACC).					
2.	My grammar and vocabulary help me to be a fluent speaker (FLU).					
3.	I know a lot of words and terms used in my subjects (RNG).					
4.	I can use all tenses –past, present, perfect, future, active, passive--with no difficulty (APP).					
5.	When I teach in English, my students easily understand the lesson (INTL).					
Total Score 1						
Average 1(total score/5)						

SoC						
No	Communicative events	1	2	3	4	5
1.	I use accurate expressions when speaking to my students in the class and outside the class (ACC).					
2.	My knowledge about English language and culture of the English native speakers helps me to be a fluent speaker (FLU).					
3.	I use examples of cultural differences when I teach in English (RNG).					
4.	I keep eye contact, use facial expressions and body language appropriately when I communicate in English (APP).					
5.	My verbal and non-verbal communication can be clearly understood by other people (INTL).					
Total Score 2						
Average 2 (total score/5)						
SC						
No	Communicative events	1	2	3	4	5
1.	I use accurate expression and intonation to make my communication smooth (ACC)					
2.	I can find another way to say difficult words or terms when communicating with other people (FLU).					
3.	I use every opportunity to practice using various English expressions (RNG)					
4.	I know how to confirm or ask other people to repeat what they say (APP)					
5.	People understand the points I am talking about (INTL)					
Total Score 3						
Average 3 (total score/5)						

FC						
No	Communicative events	1	2	3	4	5
1.	I know exactly the meanings of chunks and idioms I use (ACC).					
2.	I use chunks and idioms without hesitation (FLU).					
3.	I use a lot of chunks and idioms when I teach and communicate in English (RNG).					
4.	I use chunks and idioms appropriately (APP)					
5.	The chunks and idioms I use can be understood by my students or other people (INTL).					
Total Score 4						
Average 4 (total score/5)						
DC						
No	Communicative events	1	2	3	4	5
1.	I am careful with the arrangement of my sentences (ACC).					
2.	I can fluently initiate, respond, and give feedback to my students. (FLU).					
3.	I have a lot of vocabularies that help me teach in English (RNG)					
4.	I can present my ideas in good and correct order (APP)					
5.	My students say that my explanation in English is clear and easy to follow (INTL).					
Total Score 5						
Average 5 (total score/5)						

IC						
No	Communicative events	1	2	3	4	5
1.	I can manage the class in English (ACC).					
2.	I have no problem in teaching or joining a discussion in English (FLU)					
3.	I use a lot of expressions to express my feelings, opinions, or to give information (RNG)					
4.	I can use appropriate expressions to express my feelings, opinions, or to give information (APP)					
5.	People respond as what I expect when I express my feelings or opinions (INTL)					
Total Score 6						
Average 6 (total score/5)						
FINAL SCORE (average1-6/6)						

**Receptive-Productive Assessment
(INTERVIEW)**

Name :

Institution :

Date :

Guided questions for interview (approximately 10 minutes) :

- a. Do you find it easy to teach your subject in English ? Why ?
- b. Do you only speak in English in the class ?
- c. Is teaching in English a challenge for you ? Why ?

No	Communicative events	1	2	3	4	5
1.	Speaking with accurate grammar and vocabulary (LC - ACC)					
2.	Speaking in appropriate manner (SoC - APP)					
3.	Speaking only in English, responding with little hesitation (SC-FLU)					
4.	Using adequate and appropriate chunks and idioms (FC - RNG)					
5.	Sentences are well structured (DC - APP)					
6.	Expressing feeling and opinion clearly (IC - INTL)					
Total Score						
Average (total score/6)						

PERFORMANCE ASSESSMENT

Name :

Institution :

Date :

Signature and name of assessor :

Put a tick (√) in the column that best describes the participant's condition.

1= strongly disagree 2:=disagree 3= neutral 4= agree 5=
strongly agree

LC						
No	Communicative events	1	2	3	4	5
1.	Have no problem with pronunciation in English (ACC).					
2.	Fluency supported by good grammar and rich vocabulary (FLU).					
3.	Wide range of words and specific terms (RNG).					
4.	Use all tenses –past, present, perfect, future, active, passive--with no difficulty (APP).					
5.	Students easily understand the lesson (INTL).					
Total Score 1						
Average 1(total score/5)						

SoC						
No	Communicative events	1	2	3	4	5
1.	Use accurate expressions when speaking to students in the class (ACC).					
2.	Fluency is supported by knowledge about English language and culture of the English native speakers (FLU).					
3.	Use examples of cultural differences when teaching in English (RNG).					
4.	Keep eye contact, use facial expressions and body language appropriately when communicating in English (APP).					
5.	Verbal and non-verbal communication can be clearly understood (INTL).					
Total Score 2						
Average 2 (total score/5)						
SC						
No	Communicative events	1	2	3	4	5
1.	Use accurate expression and intonation to make communication smooth (ACC)					
2.	Can find another way to say difficult words or terms (FLU).					
3.	Use every opportunity to practice using various English expressions (RNG)					
4.	Know how to confirm or ask other people to repeat what they say (APP)					
5.	The points of teaching are comprehensible and easy to be understood (INTL)					
Total Score 3						
Average 3 (total score/5)						

FC						
No	Communicative events	1	2	3	4	5
1.	Use chunks and idioms accurately (ACC).					
2.	Use chunks and idioms without hesitation (FLU).					
3.	Use a lot of chunks and idioms when teaching in English (RNG).					
4.	Use chunks and idioms appropriately (APP)					
5.	The chunks and idioms used can be understood by students or other people (INTL).					
Total Score 4						
Average 4 (total score/5)						
DC						
No	Communicative events	1	2	3	4	5
1.	Sentences are carefully arranged (ACC).					
2.	Can fluently initiate, respond, and give feedback to students. (FLU).					
3.	Use various vocabularies (RNG)					
4.	Can present ideas in good and correct order (APP)					
5.	Explanation in English is clear and easy to follow (INTL).					
Total Score 5						
Average 5 (total score/5)						

IC						
No	Communicative events	1	2	3	4	5
1.	Can manage the class in English (ACC).					
2.	Have no problem in teaching in English (FLU)					
3.	Use various expressions to express feelings, opinions, or to give information (RNG)					
4.	Use appropriate expressions to express feelings, opinions, or to give information (APP)					
5.	Able to apply language functions clearly (INTL)					
Total Score 6						
Average 6 (total score/5)						
FINAL SCORE (average1-6/6)						

APPENDIX 3. English Training Course for Communicative Competence

Enhancement of Primary Bilingual School Teachers

A. Course Description :

This course is designed for primary bilingual schools teachers and aimed to enhance their communicative competence in English. During this course, the participants will learn and have a lot of practices in six aspects of communicative competence so called the linguistic competence, sociocultural competence, discourse competence, strategic competence, interactional competence, and formulaic competence. The participants will be involved in discussions, games, and role-plays. Assessment will be conducted through Communicative Competence Assessment which include self-reflection assessment, receptive-productive assessment, and performance assessment at the end of the course.

B. Course Objectives :

Upon completion of the course, the participants are expected to be able to demonstrate their communicative competence in managing their classroom, engaging interaction with students both inside and outside the classroom and in their tasks to teach their subject in English.

C. Pre-requisite : taking communicative competence assessment

D. Number of hours : minimum 12 hours divided into 8 meetings (90 minutes per meeting) recommended for those on level 3 or above with emphasis on the two lowest level of communicative competence aspects. Those who are below level

E. 3 can have more meetings with emphasis on the weakest communicative competence aspects.

F. Number of participants : maximum 12 (twelve) participants per class.

G. Course Outline :

Meeting	Competence	Topic	Materials	Activities
A. Linguistic Competence				
1	Participants are able to apply the English tenses in communication with students.	Focus on Form	Review of English tenses	Lecture, discussion, game
2	Participants are able to appropriately use specific words, phrases, and expression when teaching.	English for specific	English for specific purposes; vocabulary	Lecture, practice, discussion
3	Participants are able to accurately pronounce English words especially those used in the class.	Eloquent English	Basic phonetic symbols ; pronunciation.	Lecture, practice, discussion
B. Sociocultural Competence				
1	Participants are able to appropriately communicate with students, parents, & teacher fellows appropriately.	Cross-sociocultural communication	Appropriate contextual communication	Lecture, watching clips, discussion, role-play
2	Participants are able to explain to students the cultural differences and	Cross-cultural understanding	Cultural similarities and differences	Lecture, watching clips, discussion.

	similarities between Indonesian and English.			
3	Participants recognize gestures around the world and can use appropriate gestures and body language to support communication.	Non-verbal communication	Gestures, body language, face expression	Lecture, watching clips, discussion, role-play
C. Strategic Competence				
1	Participants are able to use linguistic and non-linguistic strategies to compensate communication breakdown.	Compensatory strategies	Linguistic and non-linguistic strategies to compensate communication breakdown	Lecture, role-play, discussion
2	Participants are able to make request, clarification, and confirmation.	Meaning negotiation strategies	Request, clarification, confirmation	Lecture, role-play, discussion
3	Participants are able to use fillers, hesitation devices, and backchannel when they are engaged in a communication.	Time-gaining strategies	Fillers, hesitation devices and gambits, backchannel, etc	Lecture, role-play, discussion
D. Formulaic Competence				
1	Participants are able to perform speech act routines to manage the class.	Speech act routines	Classroom/ student-teacher fixed phrases	Lecture, role-play, discussion
2	Participants are able to recognize and use	Collocations	collocations	Lecture, watching

	collocations in communication.			short movie, practice, discussion
3	Participants are able to recognize and use idioms in communication.	Idioms	Idiomatic expressions	Lecture, practice, discussion
E. Discourse Competence				
1	Participants are able to accurately use deixis when presenting their lessons and handling their class.	Deixis	Spatial, personal, temporal	Lecture, practice, game discussion
2	Participants are able to manage old and new information as well as using appropriate conjunction.	Coherence	Management of old and new information, conjunction	Lecture, practice, discussion
3	Participants are able to negotiate meaning and be inherent to the turn-taking system in the classroom interaction.	Conversational structure	Turn-taking system in conversation	Lecture, role-play, discussion
F. Interactional Competence				
1	Participants are able to use daily exchanges, and exchange information .	Interpersonal exchange	Daily exchanges, information exchanges	Lecture, Role-play, discussion
2	Participants are able to show agreement, disagreement,	Expression opinion, feelings, and	Showing : agreement, disagreement,	Lecture, Role-play, discussion

	satisfaction, dissatisfaction, various feelings, and expectation	expectation	satisfaction, dissatisfaction, various feelings, and expectation (hope, plan, goal)	
3	Participants are able to suggest, request, instruct, advise, encourage, complain, criticize, blame, admit, deny, apologize, and forgive using appropriate expressions.	persuasion and problem	suggesting, requesting, instructing, advising, warning, encouraging, complaining, criticizing, blaming, admitting and denying, apologizing and forgiving	Lecture, simulation, discussion

LINGUISTIC SESSION

Objectives : this session is aimed to improve participants' linguistic competence.

Duration : 90 minutes per meeting

The course outline :

Meeting	Competence	Topic	Outcome Indicator	Materials	Activities
1	Participants are able to apply the English tenses in communication with students.	Focus on Form	Participants can use various tenses accurately	Review of English tenses	Lecture, discussion, game
2	Participants are able to appropriately use specific words, phrases, and expression when teaching.	English for specific purposes	Participants recognize and can use specific terms for their subjects	English for specific purposes; vocabulary	Lecture, practice, discussion
3	Participants are able to accurately pronounce English words especially those used in the class.	Eloquent English	Participants can pronounce English words accurately and can check the correct pronunciation from dictionary	Basic phonetic symbols ; pronunciation.	Lecture, practice, discussion

Sample of Lesson Plan (Basic level)

Topic : Focus on Forms

Objective : Enable participants to accurately apply the English tenses of present, past, and future in communication with students.

Materials : Review of English tenses

Chart of English tenses

Tenses Game

Activities :

1. Review of English tenses : present-past-future

2. Tenses Game :

- divide the class into groups of three or four people
- place the board on the table
- everyone chooses a token
- to decide who goes first, have each player roll the dice. Whoever rolls the highest number goes first, and play then continues clockwise around the board.
- the players take turn rolling the dice and move their tokens
- anytime the token lands at the numbers on the board, the players have to do the instructions
- the players who get to the finish line do not need to continue the game

3. Daily Assessment : facilitator assess the use of tenses during the game

ENGLISH GAME

<p>START  FINISH</p>	<p>1 GREET EVERYONE </p>	<p>2 JUMP TO 5 </p>	<p>3 HAVE YOU EVER BEEN ABROAD ? </p>	<p>4 WHAT WILL YOU DO AFTER CLASS ? </p>	<p>5 ASK EVERYONE A QUESTION WITH "WHAT" </p>	<p>6 WHAT DO YOU DO TO GET STUDENTS' ATTENTION ? </p>	<p>7 WHAT DID YOU DO LAST WEEKEND ? </p>
<p>21 WHAT DO YOU FEEL NOW ? </p>	<p>ENGLISH GAME</p>						<p>8 BACK OFF </p>
<p>20 MAKE A SENTENCE USING "NOT" </p>							<p>9 GO ONE STEP AHEAD </p>
<p>19 ASK A QUESTION WITH "WHERE" </p>							<p>10 WHAT DO YOU DO EVERY MORNING ? </p>
<p>18 MAKE A SENTENCE USING "EVERY" </p>	<p>17 BACK OFF </p>	<p>16 ASK A QUESTION WITH "WHEN" </p>	<p>15 JUMP TO 18 </p>	<p>14 WHO IS YOUR FAVOURITE TEACHER ? </p>	<p>13 MAKE A SENTENCE USING "LAST" </p>	<p>12 ASK A QUESTION WITH "WHO" </p>	<p>11 GIVE YOUR BEST SMILE </p>

Sample of Lesson Plan (Basic level)

Topic : English for specific terms (English for maths)

Objective : Enable participants to appropriately use specific words, phrases, and expressions when teaching.

Materials : Polysemous words

Passive voice

Activities :

1. Learning mathematics vocabulary. Discuss the mathematical terms which have different meanings when used in everyday conversation.
2. Review of passive voice because mathematical texts frequently use the passive voice.
3. Practice to find online dictionary (example : [www. mathwords.com](http://www.mathwords.com))

Word	Meaning in Everyday Life	Meaning in Math
angle	a viewpoint or standpoint	In geometry, it's the space within two lines.
mean	(adj) offensive* (v) to intend*	An average
table	furniture	An arrangement of numbers, symbols or words to exhibit facts or relations
volume	loudness	Amount, total of
tree	a plant	Tree diagrams
area	a space or surface	The quantitative measure of a plane or curved surface
root	the underground part of a plant	The quantity raised to the power $1/r$
gross	offensive, disgusting	The total income from sales
operation	medical surgery	A math process, addition, multiplication...
domain	territory	The set of values assigned
degree	diploma	The sum of the exponents of the variables in a algebraic term
expression	a look indicating a feeling	A symbol representing a value
order	a command.	In algebra, the degree
power	the ability to do something, strength	the product obtained by multiplying a quantity by itself one or more times (3 diff meanings)
Odd	bizarre	leaving a remainder of 1 when divided by 2. Numbers such as 3, 5...
even	smooth, straight	a number divisible by two

Source :

http://www.steinhardt.nyu.edu/.../004/.../NYU_PTE_Math_Module_For_ELLS_Oct_8_209.pdf

Sample of Lesson Plan (Basic level)

- Topic : Eloquent Reading
- Objective : Enable participants to accurately pronounce English words especially those used in the class.
- Materials : Clip of English pronunciation practice
A short text for reading
- Activities :
1. Learning how to accurately pronounce some sounds in English.
 2. Practice to read a short text with correct pronunciation, stress, and intonation.

Education

Education encompasses both the teaching and learning of knowledge, proper conduct, and technical competency. It thus focuses on the cultivation of skills, trades or professions, as well as mental, moral & aesthetic development.

Formal education consists of systematic instruction, teaching and training by professional teachers. This consists of the application of pedagogy and the development of curricula.

The right to education is a fundamental human right. Since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. At world level, the United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right under its Article 13.

Educational systems are established to provide education and training, often for children and the young. A curriculum defines what students should know, understand and be able to do as the result of education. A teaching profession delivers teaching which enables learning, and a system of policies, regulations,

examinations, structures and funding enables teachers to teach to the best of their abilities. Sometimes educational systems can be used to promote doctrines or ideals as well as knowledge, which is known as *social engineering*. This can lead to political abuse of the system, particularly in totalitarian states and government.

Primary (or elementary) education consists of the first years of formal, structured education. In general, primary education consists of six or seven years of schooling starting at the age of 5 or 6, although this varies between, and sometimes within, countries. Globally, around 70% of primary-age children are enrolled in primary education, and this proportion is rising.

In most contemporary educational systems of the world, secondary education consists of the second years of formal education that occur during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school) for adults.

Higher education, also called tertiary, third stage, or post secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school or secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

Source : http://www.myenglishpages.com/site_php_files/reading_education.php

SOCIOCULTURAL SESSION

Objectives : this session is aimed to improve participants' sociocultural competence.

Duration : 90 minutes per meeting

The course outline :

Meeting	Competence	Topic	Outcome Indicator	Materials	Activities
1	Participants are able to appropriately communicate with students, parents, & teacher fellows appropriately.	Cross-socio-cultural communication	Participants can appropriately communicate with students, parents, & teacher fellows appropriately.	Appropriate contextual communication	Lecture, watching clips, discussion role-play
2	Participants are able to explain to students the cultural differences and similarities between Asian and other countries.	Cross-cultural understanding	Participants can explain to students the cultural differences and similarities between Asian and other countries.	Cultural similarities and differences	Lecture, watching clips, discussion .
3	Participants recognize gestures around the world and can use appropriate gestures and body language to support communication.	Non-verbal communication	Participants know and can use appropriate gestures and body language to support communication.	Gestures, body language, face expression	Lecture, watching clips, discussion role-play

Sample of Lesson Plan (Basic level)

Topic : Talking to parents

Objective : Enable participants to appropriately communicate with students, parents, & teacher fellows appropriately.

Materials : Clips -- teacher and parent meeting

Activities :

1. Watch the clips together and discuss how the teacher talks to parents. Ask some questions such as : Is it common for teachers in your country to invite parents coming to school to talk about their children ? How does teacher usually talk to parents ?
2. Role-play :
 - ask the participants to work in pair and discuss some potential problems of learning that students have.
 - ask the participants to have role-play, one acts as teacher and the other one as parent.

Sample of Lesson Plan (Basic level)

Topic : Cross Cultural Understanding

Objective : Enable participants to explain to students the cultural differences and similarities between Asian and American.

Materials : Clips –Asian vs American culture

Activities :

1. Watch the clips together and discuss the differences and similarities between Asian and American.
2. Discuss which one among the differences they watch in the clips are familiar for them ?

Sample of Lesson Plan (Basic level)

Topic : Cross Cultural Understanding

Objective : Enable participants to recognize gestures around the world and use appropriate gestures and body language to support communication.

Materials : Clips –gestures around the world

Activities :

1. Watch the clips together and discuss the differences and similarities among gestures around the world.
2. Ask the participants to have a role-play. Give each participant a new name and identity. The scenario can be set as an international meeting for teachers around the world and participants will practice how to introduce themselves and join in a conversation with people from other countries.

STRATEGIC COMPETENCE SESSION

Objectives : this session is aimed to improve participants' strategic competence.

Duration : 90 minutes per meeting

The course outline :

Meeting	Competence	Topic	Outcome Indicator	Materials	Activities
1	Participants are able to use linguistic and non-linguistic strategies to compensate communication breakdown.	Compensatory strategies	Participants can use linguistic and non-linguistic strategies to compensate communication breakdown.	Linguistic and non-linguistic strategies to compensate communication breakdown	Lecture, role-play, discussion
2	Participants are able to make request, clarification, and confirmation.	Meaning negotiation strategies	Participants can make request, clarification, and confirmation	Request, clarification, confirmation	Lecture, role-play, discussion
3	Participants are able to use fillers, hesitation devices, and backchannel when they are engaged in a communication.	Time-gaining strategies	Participants can use fillers, hesitation devices, and backchannel when they are engaged in a communication.	Fillers, hesitation devices and gambits, backchannel, etc	Lecture, role-play, discussion

Sample of Lesson Plan (Basic level)

Topic : Communication strategies in teaching maths

Objective : Enable participants to apply the communication strategies in math class.

Materials : Venn Diagram

Table charts

Manipulatives

Activities :

1. Discuss the advantages of using some strategies (venn diagram, table chart, and manipulatives) to teach concepts in math class.
2. Ask the participants to choose one of the strategies to practice. Practice to apply the strategies in teaching simulation.

Notes :

- **Venn Diagram can be used to show comparison and solve word problems**
- **Table charts can be used to solve word problems**
- **Manipulatives are concrete tools that can help illustrate mathematical relationships and applications. Examples of manipulatives : origami, paper money, domino, playing cards, ruler, software, etc**

Sample of Lesson Plan (Basic level)

Topic : Meaning Negotiation

Objective : Enable participants to negotiate meaning in two-way communication.

Materials : Phrases for requests, clarification, and confirmation

Activities :

1. Discuss some phrases that can be used to request, clarify, and confirm.

2. Game :

- Ask the participants to work in pair. The trainer will show a picture to one of them. This person will memorize everything he sees and tell his partner to draw the exactly the same picture as he saw. In their communication, they can only ask request, clarify, or confirm by verbal expressions. They are not allowed to demonstrate anything.

- other possible games : guessing games

Samples of pictures :



Samples of pictures :



Sample of Lesson Plan (Basic level)

Topic : Time gaining strategies

Objective : Enable participants to use fillers, hesitation devices, and backchannel when they are engaged in a communication..

Materials : fillers, hesitation devices, backchannels

Activities :

1. Discuss how to use fillers, hesitation devices, and backchannel in a communication.
2. Ask the participants to have talk shows. One of them can be the host and the others will be the guests of the show. Take turn.

Some topics that can be used : What make a good teacher; Problems in bilingual class; Teaching and Technology.

FORMULAIC SESSION

Objectives : this session is aimed to improve participants' formulaic competence.

Duration : 90 minutes per meeting

The course outline :

Meeting	Competence	Topic	Outcome Indicator	Materials	Activities
1	Participants are able to perform speech act routines to manage the class.	Speech act routines	Participants can use routines to manage the class	Classroom/ student-teacher fixed phrases	Lecture, role-play, discussion
2	Participants are able to recognize and use collocations in communication.	Collocations	Participants can use collocations.	Collocations	Lecture, watching short movie, practice, discussion
3	Participants are able to recognize and use idioms in communication.	Idioms	Participants can use idioms.	Idiomatic expressions	Lecture, practice, discussion

Sample of Lesson Plan (Basic level)

Topic : Routines

Objective : Enable participants to use routines to manage the class

Materials : routines

Lesson clips

Activities :

1. Watch the lesson clips together.
2. Ask participants to note down some routines found in the lesson clips.
3. Discuss how often they use the routines in the class. Which ones they often use ?

Which ones are new for them ?

4. Ask participants to take turn practicing the new expressions and routines.

Sample of Lesson Plan (Basic level)

Topic : Collocations

Objective : Enable participants to use collocation in daily conversation

Materials : collocation

Lesson clips

Activities :

1. Trainer explains about collocations.
2. Watch the lesson clips together.
3. Ask participants to note down some collocation found in the lesson clips.
4. Discuss how often they use the collocation in the class.

Which ones they often use ? Which ones are new for them ?

5. Ask participants to take turn practicing the new expressions and collocations.

Sample of Lesson Plan (Basic level)

Topic : Idioms

Objective : Enable participants to use idioms in daily conversation

Materials : idioms
lesson clips

Activities :

1. Trainer explains about idioms.
2. Watch the lesson clips together.
3. Ask participants to note down some idioms found in the lesson clips.
4. Discuss how often they use the idioms in the class. Which ones they often use ?
Which ones are new for them ?
5. Ask participants to take turn practicing the new expressions and idioms.

DISCOURSE SESSION

Objectives : this session is aimed to improve participants' discourse competence.

Duration : 90 minutes per meeting

The course outline :

Meeting	Competence	Topic	Outcome Indicator	Materials	Activities
1	Participants are able to accurately use deixis when presenting their lessons and handling their class.	Deixis	Participants can use appropriate deixis	Spatial, personal, temporal	Lecture, practice, game discussion
2	Participants are able to manage old and new information as well as using appropriate conjunction.	Coherence	Participants can manage old and new information using appropriate conjunctions.	Management of old and new information, conjunction	Lecture, practice, discussion
3	Participants are able to negotiate meaning and be inherent to the turn-taking system in the classroom interaction.	Conversational structure	Participants can handle classroom interaction.	Turn-taking system in conversation	Lecture, role-play, discussion

Sample of Lesson Plan (Basic level)

Topic : Deixis

Objective : Enable participants to use idioms in daily conversation

Materials : deixis
clips

Activities :

1. Trainer explains about deixis.
2. Watch the clips (Mr. Bean) together.
3. Ask participants to retell the clip using appropriate deixis.

Sample of Lesson Plan (Basic level)

Topic : Old and new information

Objective : Enable participants to organize old and new information in oral verbal communication

Materials : conjunctions

Activities :

1. Ask participants to have impromptu speech. Some possible topics that can be offered are : My favourite class; The history of our school; My last weekend.
2. Invite other participants to ask questions or give comments to the speaker.

Sample of Lesson Plan (Basic level)

Topic : Conversational Structure

Objective : Enable participants to engage in conversation

Materials : meaning negotiation, turn takings

Activities :

1. Divide the class into some groups.
2. Give some topics to discuss. Be careful with the choice of topic. Choose topics which are familiar for teachers. Examples :
 - Should we allow students bring mobile phone to the class ?
 - Should the students wear uniforms ?
 - Do you agree with the annulment of national exam ?
 - Should teachers give homework to students ?

INTERACTIONAL SESSION

Objectives : this session is aimed to improve participants' interactional competence.

Duration : 90 minutes per meeting

The course outline :

Meeting	Competence	Topic	Outcome Indicator	Materials	Activities
1	Participants are able to use daily exchanges, and exchange information .	Interpersonal exchange	Participants can exchange information clearly	Daily exchanges, information exchanges	Lecture, Role-play, discussion
2	Participants are able to show agreement, disagreement, satisfaction, dissatisfaction, various feelings, and expectation	Expressing opinion, feelings, and expectation	Participants can express opinion, feelings, and expectation	Showing : agreement, disagreement, satisfaction, dissatisfaction, various feelings, and expectation (hope, plan, goal)	Lecture, Role-play, discussion
3	Participants are able to suggest, request, instruct, advise, encourage, complain, criticize, blame, admit, deny, apologize, and forgive using appropriate expressions.	Persuasion and problem	Participants can perform various speech acts	suggesting, requesting, instructing, advising, warning, encouraging, complaining, criticizing, blaming , admitting and denying, apologizing and forgiving	Lecture, Simulation discussion

Sample of Lesson Plan (Basic level)

Topic : Interpersonal Exchange

Objective : Enable participants to exchange information in conversation

Materials : Interpersonal exchange

Activities :

1. Trainers explain about information exchange in communication. Discuss with the participants what usually happen when at least two people engaged in a conversation. What do people expect from his or her partner of conversation ?
2. Have a role-play.
3. Some participants will act as teachers, the rests are parents, school principles, and students.
3. Practice to have conversation and exchange necessary information. Make sure everyone gets a partner or group to converse.

Sample of Lesson Plan (Basic level)

Topic : Expressing Opinion, feelings, and expectation

Objective : Enable participants to express opinion, feelings, and expectation

Materials : expressions to show agreement, disagreement, satisfaction, dissatisfaction, various feelings, and expectation (hope, plan, goal)

Activities :

1. Trainer asks how the participants are feeling at the moment.
2. Trainer explains and gives examples of expressions to show agreement, disagreement, satisfaction, dissatisfaction, various feelings, and expectation (hope, plan, goal)
2. Ask the participants to list things they expect in the future, things that have made them dissatisfied, things that have given them satisfaction, recent school/government decisions or regulations that they agree on and that they disagree.
3. Ask the participants to share their list to the class and explain each of the items.

Sample of Lesson Plan (Basic level)

Topic : Problem Solving

Objective : Enable participants to solve problems with appropriate language

Materials : expressions to suggest, request, instruct, advise, encourage, complain, criticize, blame, admit, deny, apologize, and forgive using appropriate expressions

Activities :

1. Trainer explains and gives examples of expressions to suggest, request, instruct, advise, encourage, complain, criticize, blame, admit, deny, apologize, and forgive using appropriate expressions
2. Set the class as a meeting. Choose one of the participants as the chief of the meeting. In the meeting, the participants will solve some serious problems at schools below :
 - lack of parent involvement
 - students' attitudes and behaviour
 - punctuality
 - students' extra curricular activities

APPENDIX 4. STATISTICS

Results of Pre-tests

a. SD Kebon Dalem 2 Semarang

Pre-Test

	Name	LC	SoC	SC	FC	DC	IC	Overall
1	X1	2.86	3.5	2.82	1.72	2.93	3	2.81
2	X2	2.66	3.2	1.96	1.78	2.44	2.16	1.92
3	X3	2.88	3.28	3.42	1.88	2.92	3.24	2.94
4	X4	3.38	3.6	3.96	2.4	2.52	3.44	3.22
5	X5	2.76	3.12	3.32	2.42	2.68	3.16	2.91
6	X6	2.84	2.56	3.34	2.72	3.76	3.42	3.11
7	X7	2.84	2.16	2.52	1.72	2.46	2.32	2.34
8	X8	2.62	3.24	2.64	1.58	2.56	2.82	2.58
	Class							
	average	2.52	3.08	3.00	2.03	2.78	2.95	2.73

Post-Test

	Name	LC	SoC	SC	FC	DC	IC	Overall
1	X1	2.88	3.5	2.82	1.95	2.94	3.1	2.87
2	X2	2.96	3.36	1.96	1.86	2.46	2.18	2.46
3	X3	3.22	3.48	3.42	1.88	2.94	3.26	3.03
4	X4	3.42	3.48	3.96	2.4	2.62	3.46	3.22
5	X5	2.98	3.32	3.32	2.42	2.64	3.2	2.98
6	X6	3.02	2.54	3.34	2.72	3.76	3.44	3.14
7	X7	2.88	2.44	2.52	2.62	2.62	2.36	2.57
8	X8	2.72	3.32	2.64	1.58	2.54	2.84	2.61
	Class average	3.01	3.18	3.10	2.18	2.68	2.98	2.85

b. Kebon Dalem 1 Semarang

Pres-Test

	Name	LC	SoC	SC	FC	DC	IC	Overall
1	Y1	2.96	3.6	2.9	1.6	3	3	2.90
2	Y2	2.16	3.2	1.92	1.68	2.04	2.12	2.36
3	Y3	2.88	3.28	3.52	1.88	2.92	3.24	3
4	Y4	3.48	3.6	3.96	2.2	3.52	3.76	3.4
5	Y5	2.8	3.64	3.4	2.08	2.88	3.36	3
6	Y6	3.24	3.56	3.84	2	3.76	3.88	3.4
7	Y7	1.84	3.16	1.92	1.8	2.6	2.32	2.3
8	Y8	2.6	3.64	2.64	1.68	2.52	2.72	2.6
9	Y9	2.7	3.2	2.75	1.6	2.92	2.88	2.68
10	Y10	2.8	3.5	2.89	1.75	2.88	2.78	2.77
11	Y11	2.85	3.26	3.1	2	2.88	3	2.85
12	Y12	2.88	3.20	3.20	1.88	2.50	2.88	2.76
13	Y13	3.2	3.5	3.2	2.2	3	3.2	3.05
14	Y14	2.9	3.16	3	2.5	2.75	3	2.89
15	Y15	3.4	3.6	3.4	3	3.4	3.6	3.40
	Class	2.85	3.41	3.04	1.99	2.90	3.05	2.89

Post-test

	Name	LC	SoC	SC	FC	DC	IC	Overall
1	Y1	3.50	4.00	3.60	3.40	3.30	3.20	3.50
2	Y2	3.20	3.80	3.40	3.40	3.20	3.10	3.35
3	Y3	3.60	3.90	4.20	3.50	3.40	3.60	3.70
4	Y4	4.20	4.20	4.60	3.80	3.90	4.00	4.12
5	Y5	3.40	3.90	4.20	3.40	3.90	3.40	3.70
6	Y6	4.40	4.60	4.60	3.50	3.90	4.20	4.20
7	Y7	3.20	4.20	3.50	3.00	3.20	3.20	3.38
8	Y8	3.40	4.60	3.40	3.00	3.40	3.20	3.50
9	Y9	3.60	4.00	3.50	3.20	3.40	3.30	3.50
10	Y10	3.40	4.20	3.60	3.40	3.40	3.40	3.57
11	Y11	3,6	3.90	3.80	3.30	3.40	3.60	3.00
12	Y12	3.40	3.80	3.90	3.00	3.40	3.20	3.45
13	Y13	4.20	4.00	3.90	3.50	3.60	3.60	3.80
14	Y14	3.60	3.80	3.40	3.20	3.40	3.40	3.47
15	Y15	4.60	3.90	3.90	3.60	3.80	4.20	4.00
	Class							
	Average	3.45	4.05	3.83	3.35	3.51	3.51	3.62

Descriptives

Experimental			Statistic	Std. Error
score	1	Mean	2.89	.088
		95% Confidence Interval for Mean		
		Lower Bound	2.70	
		Upper Bound	3.08	
		5% Trimmed Mean	2.90	
		Median	2.89	
		Variance	.116	
		Std. Deviation	.340	
		Minimum	2	
		Maximum	3	
		Range	1	
		Interquartile Range	0	
		Skewness	.020	.580
		Kurtosis	-.377	1.121
	post-test	Mean	3.62	.081
		95% Confidence Interval for Mean		
		Lower Bound	3.45	
		Upper Bound	3.79	
		5% Trimmed Mean	3.62	
		Median	3.50	
		Variance	.097	
		Std. Deviation	.312	
		Minimum	3	
		Maximum	4	
		Range	1	
		Interquartile Range	0	
		Skewness	.209	.580
		Kurtosis	.281	1.121

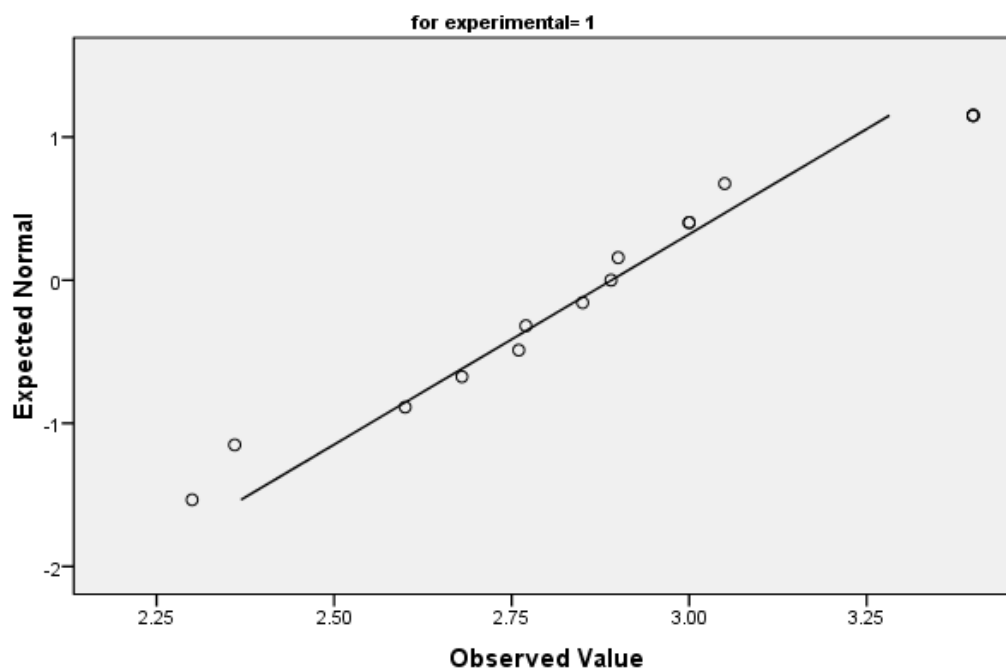
Tests of Normality

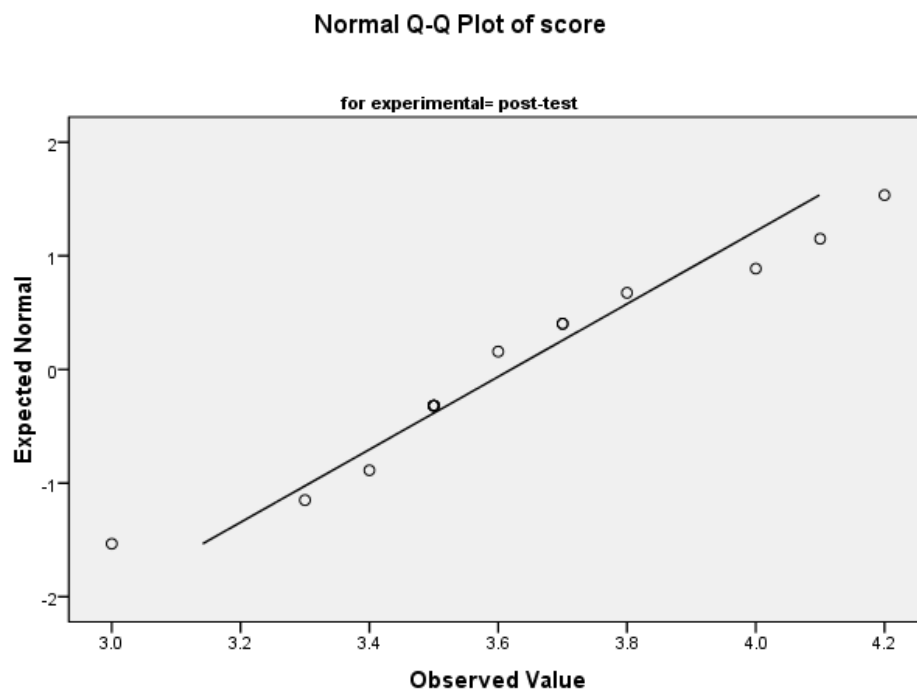
experime ntal	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
score 1	.133	15	.200*	.940	15	.385
post-test	.183	15	.189	.949	15	.503

a. Lilliefors Significance Correction

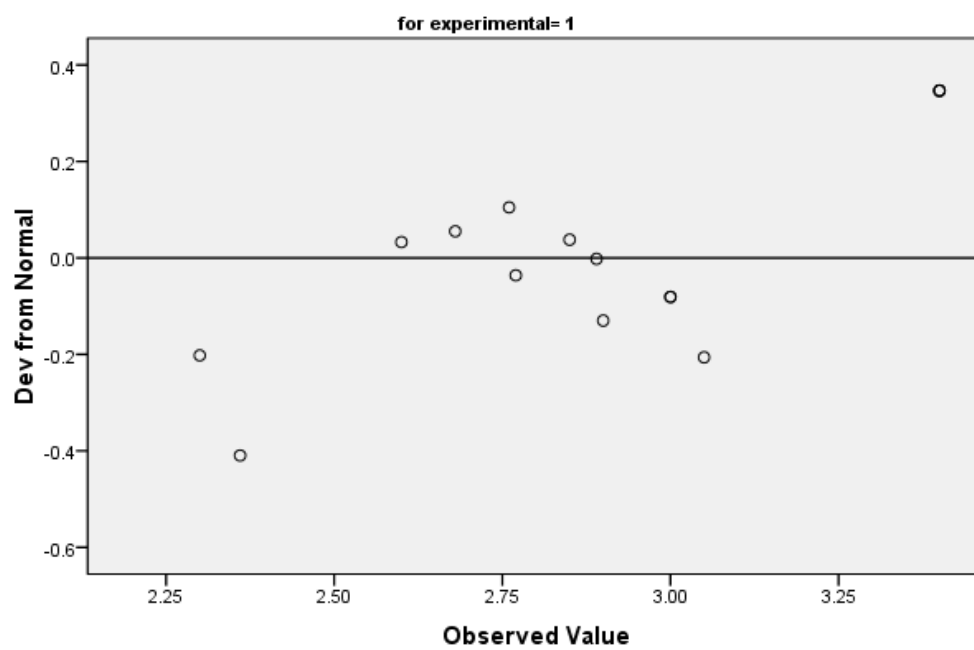
*. This is a lower bound of the true significance.

Normal Q-Q Plot of score

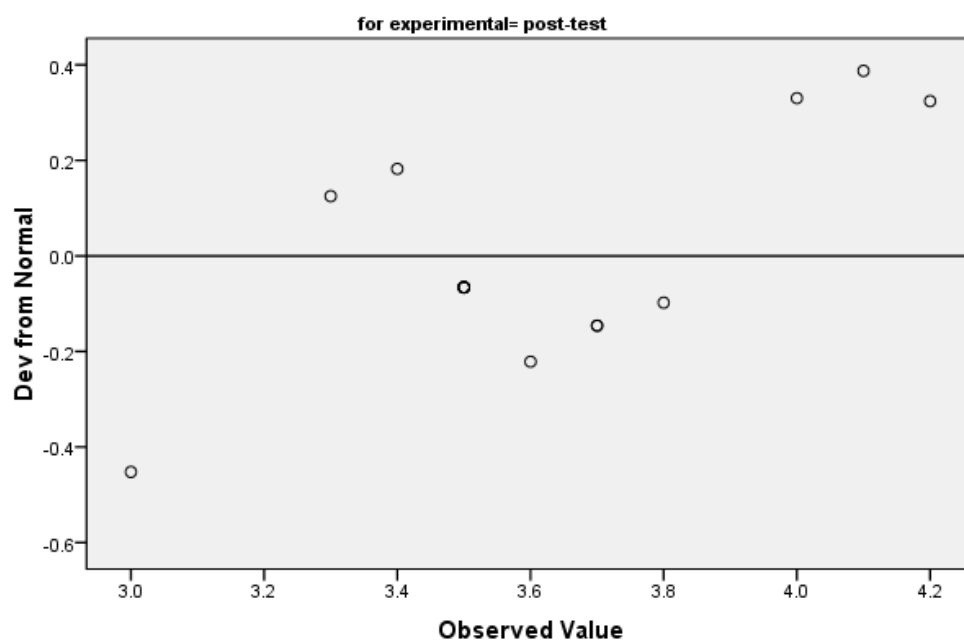


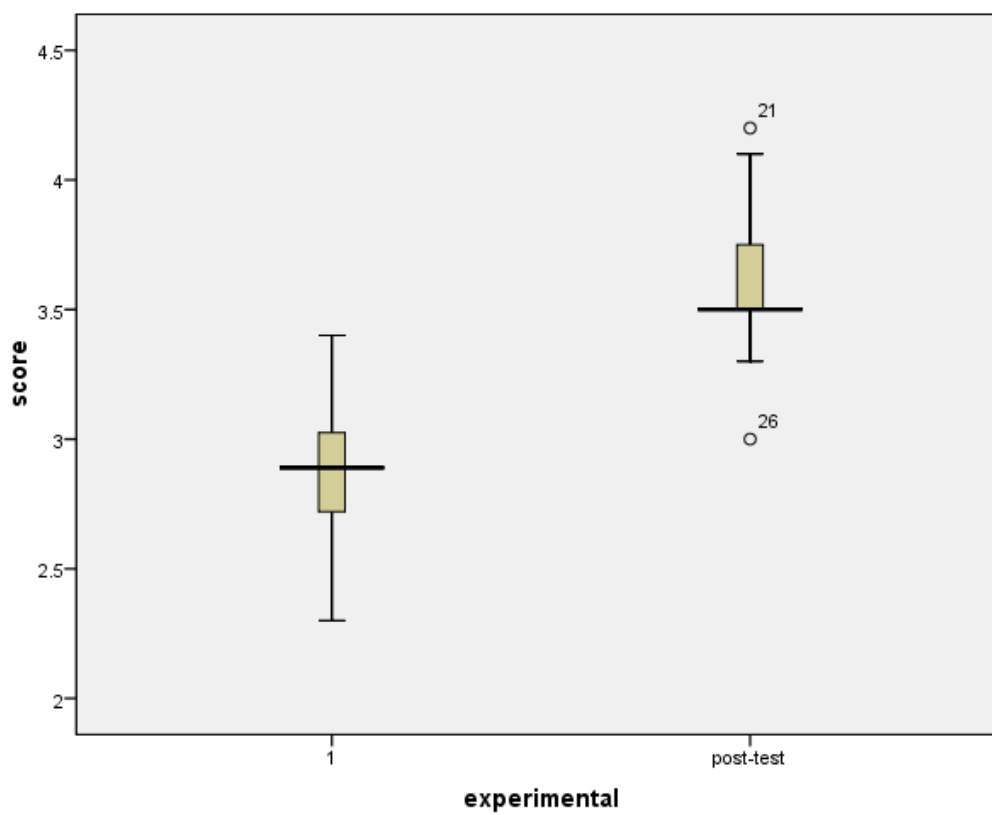


Detrended Normal Q-Q Plot of score



Detrended Normal Q-Q Plot of score





Results of T-test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest1	2.89	15	.340	.088
posttest1	3.62	15	.312	.081

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest1 & posttest1	15	.795	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest1 - posttest1	-.729	.211	.054	-.846	-.613	-13.415	14	.000

Result of validity and reliability

Pilot 1

Reliability Statistics

Cronbach's Alpha	N of Items
.833	31

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	155.5556	493.278	.681	.823
VAR00002	154.5556	509.028	.391	.829
VAR00003	155.7778	505.944	.623	.827
VAR00004	156.1111	510.611	.682	.829
VAR00005	155.5556	513.778	.446	.830
VAR00006	154.7778	522.444	.078	.834
VAR00007	155.0000	524.750	.019	.835
VAR00008	155.4444	502.778	.586	.826
VAR00009	154.3333	515.750	.688	.830
VAR00010	155.0000	515.000	.326	.831
VAR00011	154.6667	519.500	.328	.832
VAR00012	154.8889	497.861	.702	.824
VAR00013	155.6667	504.750	.556	.827
VAR00014	155.0000	497.250	.718	.824
VAR00015	154.7778	503.944	.688	.826
VAR00016	155.8889	510.611	.646	.829
VAR00017	155.7778	515.694	.211	.832
VAR00018	156.0000	498.250	.848	.824
VAR00019	156.1111	508.611	.772	.828
VAR00020	155.7778	500.194	.809	.825

VAR00021	154.8889	494.861	.781	.823
VAR00022	155.2222	489.944	.823	.821
VAR00023	155.7778	491.944	.874	.822
VAR00024	155.6667	499.000	.607	.825
VAR00025	155.0000	513.750	.364	.830
VAR00026	155.2222	501.194	.488	.827
VAR00027	156.0000	499.500	.660	.825
VAR00028	155.3333	494.000	.544	.825
VAR00029	155.6667	506.750	.425	.828
VAR00030	155.2222	495.444	.549	.825
total_item	92.6667	207.500	.922	.928

b) Pilot 2

Case Processing Summary

		N	%
Cases	Valid	9	100.0
	Excluded ^a	0	.0
	Total	9	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.928	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	89.7778	186.944	.675	.923
VAR00002	88.7778	198.694	.704	.929
VAR00003	90.0000	196.000	.736	.925
VAR00004	90.3333	199.250	.647	.926
VAR00005	89.7778	198.694	.638	.926
VAR00006	89.0000	206.750	.810	.932
VAR00007	89.2222	207.194	.819	.933
VAR00008	89.6667	195.000	.766	.926
VAR00009	88.5556	201.028	.673	.926
VAR00010	89.2222	201.444	.668	.928
VAR00011	88.8889	203.611	.694	.928
VAR00012	89.1111	191.611	.619	.924
VAR00013	89.8889	193.611	.759	.925
VAR00014	89.2222	187.694	.787	.922
VAR00015	89.0000	194.500	.684	.924
VAR00016	90.1111	197.361	.667	.925
VAR00017	90.0000	205.250	.744	.933
VAR00018	90.2222	190.194	.837	.922
VAR00019	90.3333	196.500	.767	.924
VAR00020	90.0000	191.000	.819	.922
VAR00021	89.1111	189.111	.726	.923
VAR00022	89.4444	184.028	.854	.920
VAR00023	90.0000	185.750	.890	.920
VAR00024	89.8889	188.361	.682	.923
VAR00025	89.2222	201.194	.720	.928
VAR00026	89.4444	188.778	.754	.925
VAR00027	90.2222	188.944	.733	.923
VAR00028	89.5556	185.028	.694	.925
VAR00029	89.8889	192.611	.857	.926
VAR00030	89.4444	185.278	.675	.924