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To: Heny HARTONO
         Presenter
         15th Annual CamTESOL Conference on
         English Language Teaching
         Phnom Penh, Cambodia, 15 - 17 February 2019

Subject: _Presenter Recognition_

This letter serves as recognition that you presented at the 15th Annual
CamTESOL Conference on English Language Teaching, held in Phnom
Penh, Cambodia on 15 - 17 February 2019.

Details of your presentation are recorded below:

Name of Presenter: Heny HARTONO

Title of Presentation: Communicative Competence Training to Enhance
                        Teachers' Professional Development (PD 28)

Mode of Presentation: 30 Minute Paper

An initiative of IDP Education, the Annual CamTESOL Conference Series
commenced in 2005. The aims of the conference are to:

- provide a forum for the exchange of ideas and dissemination of
  information on good practices within English Language Teaching;
- strengthen and broaden the network of English language teachers
  and all those involved in the ELT sector in Cambodia and the region;
- increase the links between the ELT communities in Southeast
  Asia and the international ELT community;
- showcase research in the fields of language and language
  education.

Attendance at this conference averages 1500-1700 delegates. International
registrations exceed 500, with delegates coming from approximately 30
countries. Details of this conference series may be found on the conference
website: www.camtesol.org

This letter is provided by way of official recognition of your presentation at
the above conference.

M. Sreng

Sreng Mao
Conference Convenor
Country Director,
IDP Education (Cambodia)

FAKULTAS BAHASA DAN SENI

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Unika
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S U R A T – T U G A S
Nomor : 00165/K.6.4/ST.FBS/02/2019

Dekan Fakultas Bahasa dan Seni Universitas Katolik Soegijapranata Semarang dengan ini memberikan tugas kepada :

N a m a	:	**Dr. Heny Hartono, SS, M.Pd.**
S t a t u s	:	Tenaga Edukatif Fakultas Bahasa dan Seni Universitas Katolik Soegijapranata Semarang
T u g a s	:	Menjadi Pembicara di 15th Annual Cam TESOL 2019.
W a k t u	:	15 – 18 Februari 2019
T e m p a t	:	Institute Of Technology Cambodia (ITC) Phnom Penh, Cambodia.
Lain-lain	:	Harap melaksanakan tugas dengan sebaik-baiknya dan penuh tanggung jawab.

Semarang, 07 Februari 2018
D e k a n

B. Retang Wohangara, SS., M.Hum
NPP. 058.1.1999.230

Telah melaksanakan tugas,

(_____)
Yous Thanin

SURAT-TUGAS
Nomor : 00165/K.6.4/ST.FBS/02/2019

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Telah melaksanakan tugas,

(_____)

Communicative Competence Training to Enhance Teachers' Professional Development

Dr. Heny Hartono, SS, M.Pd

English Department , Faculty of Language and Arts, Soegijapranata Catholic University

Abstract

Professional development is one of the factors which contributes to the quality assurance within an educational institution. Hence, any relevant activities including teacher trainings are worth to be given special attention. An effective teacher training is the one which meets the teacher needs. This study is a part of an educational research and development cycles that evaluates the effectiveness of communicative competence training to enhance bilingual program teachers' professional development. For teachers of bilingual program, the ability to communicate well in the language of instruction is very important. In this study, the target language examined is English. This study is designed as an experimental study with two schools involved as experimental and control group. It aims to see bilingual program teachers' communicative competence and the effectiveness of communicative competence training to enhance teachers' professional development. The results of the study show that in average, the teachers' communicative competence is between limited and moderate. The weakest aspect of communicative competence found is formulaic competence. From the results of the t-test, it can be concluded that there is improvement on teachers' communicative competence after the training. Therefore, the communicative competence training is proven effective to enhance teachers' professional development.

Versi form :
Professional development is one of the factors which contributes to the quality assurance within an educational institution. Hence, any relevant activities including teacher training are worth to be given special attention. An effective teacher training is the one which meets the teacher needs. This study is designed as an experimental study with two schools involved as experimental and control group. It aims to see bilingual program teachers' communicative competence and the effectiveness of communicative competence training to enhance teachers' professional development. The results of the study show that in average, the teachers' communicative competence is between limited and moderate. The weakest aspect of communicative competence found is formulaic competence. From the results of the t-test, it can be concluded that after the training, there is improvement on teachers' communicative competence. Therefore, the communicative competence training is proven effective to enhance teachers' professional development.

Keywords: communicative competence, teacher training, professional development

Biography

Dr. Heny Hartono, SS, M.Pd is a full time lecturer at the English Department, Faculty of Language and Arts, Soegijapranata Catholic University, Semarang, Indonesia. She also serves as the associate director of the Institute of Research and Community Service of the same university. Her main research interests are within the field of second language acquisition and English language teaching. In the recent years, she has been involved in teacher trainings and researches related with teachers' communicative competence.

1. Background of the Study

A very good and well- designed bilingual program will not be able to achieve its goal if it is not supported by good teachers. Qualified teachers contribute as one of the keys to program success and quality. 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.

Teacher training can be one of the alternative answers to the needs of professional development for quality assurance. From the previous studies conducted by the writer, the writer has found

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 :

$$O1 \quad X \quad O2$$

$$O3 \quad \quad O4$$

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

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 (Ha) 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 :
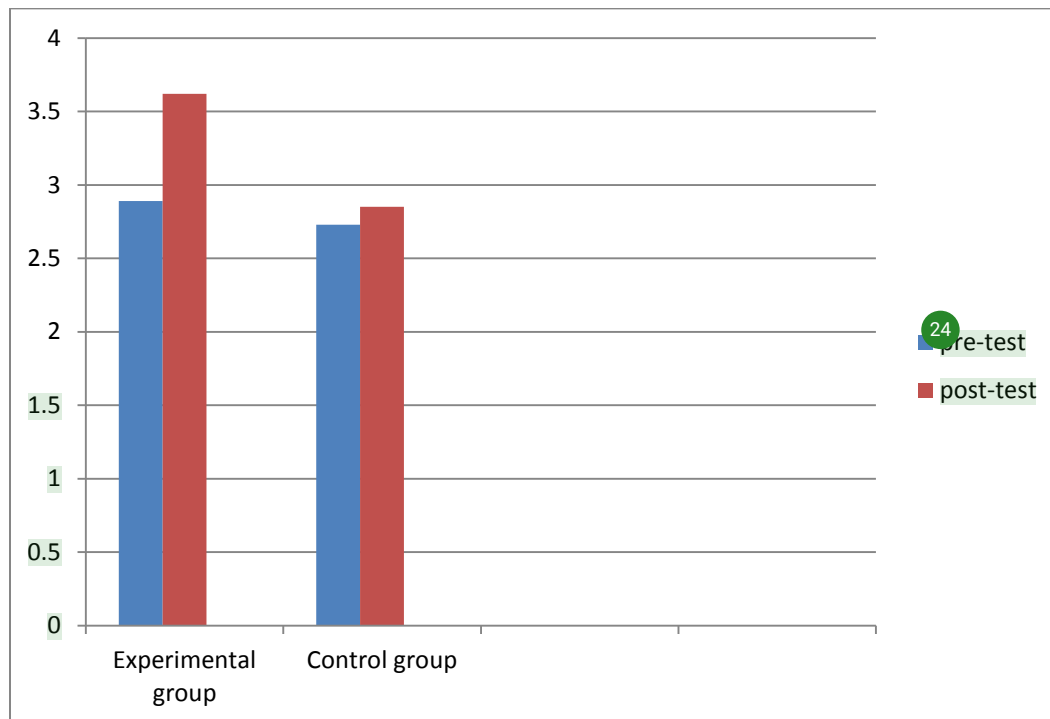
Pre-test and post-test in the control and experimental groups

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.

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:

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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