THE EFFECTIVENESS OF ENGLISH IN-SERVICE TRAINING FOR TEACHERS IN IMMERSION SCHOOL

THE CASE AT DANIEL CREATIVE SEMARANG KINDERGARTEN

THESIS

In Partial Fulfillment of the Requirement for Master Degree in Linguistics

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FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
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IN-SERVICE TRAINING FOR TEACHERS IN IMMERSION SCHOOL

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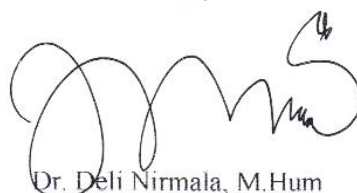to get master degree by

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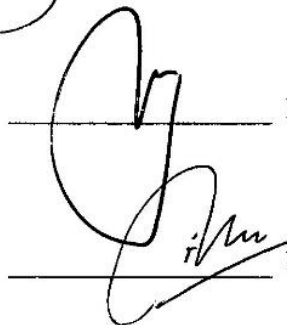Dr. Dwi Anggani Linggar Bharati, M.Pd.   Date 20.8.2019
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CERTIFICATION OF ORIGINALITY

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another 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 acknowledgement is made in the text of the thesis.

Semarang, July 21, 2019

Dian Pranesti

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Dian Pranesti

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ABSTRACTS

One of the biggest problems of immersion school is to obtain proficient target language teachers. The backgrounds of immersion-school teachers are very divergent. The school needs to find solutions to create the expected target language proficient teachers. Daniel Creative Semarang (DCS) has faced the same problem for years. To solve the problem, the school created English in-service training for the teacher with concern on teachers' English proficiency. The purpose of this research is to observe how English In-Service training in Daniel Creative Semarang Kindergarten works and how effective the program is. The data were collected from DCS' Kindergarten teachers and was analyzed using a pre-experience mixed method. The result shows that the training has made significant change to the kindergarten teachers' English proficiency: to the B1 level according to CEFR. However, there are still groups that need more encouragement and need further treatment to make significant progress. This study gave implication that the training has made significant changes to teacher's English proficiency and they want it to continue with enhancement.

Keywords : *immersion school, teacher's competence, proficiency, CEFR, in-service training*

INTISARI

Salah satu masalah terbesar yang dihadapi oleh sekolah imersi adalah mendapatkan guru yang cakap berbahasa target. Faktanya, latar belakang guru sekolah imersi sangatlah beragam. Sekolah perlu memikirkan cara untuk membuat para guru memiliki level kecakapan berbahasa sesuai yang diharapkan. Sekolah imersi Daniel Creative Semarang (DCS) menghadapi kendala yang sama. Untuk mengatasinya, mereka membuat program English in-service training yang bertujuan untuk meningkatkan level kecakapan berbahasa Inggris para guru. Tujuan penelitian ini adalah untuk mengetahui bagaimana jalannya program ini dan seberapa efektif program ini terhadap level kecakapan berbahasa Inggris para guru. Data diambil dari para guru TK di DCS dan dianalisa dengan menggunakan metode kombinasi pra-eksperimental. Hasilnya menunjukkan bahwa training ini berhasil menunjukkan perubahan signifikan pada level kecakapan guru TK menjadi level B1 menurut CEFR sesuai yang diharapkan pihak sekolah. Meskipun demikian, didapati kelompok guru yang mengalami stagnasi level sehingga diperlukan motivasi dan perbaikan untuk hasil yang lebih signifikan. Secara umum, program ini secara signifikan mengubah level kecakapan berbahasa Inggris para guru dan mereka menginginkan kelanjutan program ini dengan beberapa perbaikan.

Kata kunci : *sekolah imersi, kompetensi guru, level kecakapan, in-service training*

CHAPTER 1

INTRODUCTION

The dynamic growth of language-based schools in Indonesia creates the need of teachers with foreign language fluency. It is due to the technique used in bilingual schools where two languages are employed for instruction for the schools' lesson including science, math, social studies and even art. The students are expected not just to be fluent in both languages but also being able to show good performance for their school lessons. In order to reach this goal, immersion schools require teachers with great target language performance. Having good target language skills, the teachers have overcome the language barrier so that they can be able to focus on how they deliver the lesson well. How the institutions handle teachers' language skills is vital as the success will bring a lot of benefit to them. To discuss it, this chapter contains three sections: research problem, the scope of the study, and objectives of the study.

1.1   Background of the Study

The globalization era is characterized by the great flow of things, people, and information. The advanced industrialization and highly developed technology make it possible for people to share and receive worldwide information and data easily. Information technology changes and grows rapidly. It affects so many aspects of human living that people need to accelerate their way of living to face the

globalization. The consideration of the international perspective comes to every generation. Adults to children prepare themselves for this new era. Thus, one way to do it is by learning the language as an important tool to live in this global world.

Language plays an important role in the progress of highly developed information technology. People who know more languages will find it easy to communicate with other people all over the world. This understanding leads people to study more languages than their native language. This trend also happens in Indonesia. Indonesians start to realize the importance of foreign languages, especially English. Over the past decade, Indonesian parents have become more demanding about their children education and request for the high performance of language development (GBG, 2014)

The wind of change has brought this world into a large multilingual society. In Indonesia for example, the children may be born in a family with specific native language like Javanese, Sundanese, Buginese, and the like. The government policy of the national language, Bahasa Indonesia, brought Indonesian people to another level where the national language becomes almost everyone's first language. Meanwhile, some of the families feel the urgency of learning foreign languages for future preparation. The need of global communication to support the life in the future becomes the biggest reason to introduce foreign languages to the early age children. As a consequence, most of the Indonesian people now normally have the ability to speak more than two languages.

In order to prepare for the globally connected world, Indonesian schools start to work on innovations in language teaching. They develop more time to learn

English or other languages at schools as an answer for future necessity. Supported by the changing of the national curriculum, in 2006, the National Ministry of Education and Culture set the national curriculum named KTSP (Kurikulum Tingkat Satuan Pendidikan). This curriculum enables the school to develop its curriculum based on Standard Competence and Basic Competence set by the Ministry (Alwasilah, 2013). This era was sparked by the developing of ingenious ideas of schools; namely religion-based, language-based and vocational-based. Under the KTSP regulation, the language-based schools did not just learn one foreign language; some of them even worked on multilingual ability.

The language-based schools come in the form of bilingual school and immersion school. While bilingual school uses two languages as the lesson instruction, the immersion is a method of teaching language (usually L2) in which the L2 is used for instruction and curriculum. In these schools, the L2 is given a bigger portion with the hope that the children will be fluent in the target language. Despite the continuing debate about the effectiveness of language-based schools method, the popularity of bilingual and immersion schools in Indonesia are undeniably increasing through times. The escalating demand for foreign language-based school programs brings people to establish bilingual or multilingual schools for any ages, even for the very early age of children. It is very easy to find schools with early foreign language education in Indonesia nowadays, especially in big cities like Jakarta, Surabaya, Medan, Bandung, and Semarang. The concern of free communication across countries is the reason why people are willing to learn a foreign language enthusiastically. English, as the international language, is in the

top place of choice for bilingual schools in Indonesia. It is followed by Arabic, Mandarin, Japanese, French and Germany.

Considered as the world's most influential language, English has also become the number one foreign language ever learned. Among all foreign languages, English is widely used as an international language. It is used for almost all international forums. It is applied for almost all instructional purposes and it is taught in almost every school all over the globe. It gains the same reputation also in Indonesia. People learn English in many ways, formally and casually. Formally, many schools and courses are available for those who want to study this language. Even the Indonesian government sets English as the compulsory lesson starting from the Junior High School level or grade 7 as it is mentioned in Law 1989 Chapter IX Section 39 (the Republic of Indonesia, 2015). In addition, Government Regulation (Departemen Pendidikan dan Kebudayaan, 1994) dated 25 February 1993 mandates that English can be taught as a local content subject starting from Grade 4 of elementary schools.

Meanwhile, Indonesian parents in urban areas appear to show extra effort in getting their children with foreign language exposure in formal schools. This phenomenon leads to the spread of English-language schools all over the country. As more Indonesians can afford it, the English schools from the baby class to university becomes a powerful education trend. "Promising to immerse students in foreign languages, foreign cultures and foreign ways of thinking, private schools that pride themselves as the international school are increasingly sought after" (GBG, 2014).

The teaching in English in immersion school has the biggest challenge from the aspect of human resources. As people say, "the quality of education cannot exceed the quality of teachers". The success of immersion school also depends on the quality of their teachers. As language is the base of immersion school, the fluent teacher is one of the key factors to students' fluency in the target language which is the goal of immersion school.

Pacific Policy Research Center (2010) defined language immersion as "a method of teaching language, usually a second language (L2), in which the target language was used as both curriculum content and media of instruction." According to Baker (2001:204), bilingualism was an intended outcome of the immersion program because the immersion program denotes a 'firm' implication of bilingual education term. Cummins (2000) affirmed that immersion education was a prepared and arranged program of bilingual education in which the pupils were "immersed" in a target language instructional atmosphere to develop their L2 proficiency.

Since its first launching in Canada in the 1960s as a model of successful and effective way in bilingual education, immersion education has established its recognition for bilingual society all over countries. In Canada, Immersion school was initiated by the government in order to help students whose home language is English to speak in French. Cummins (2000) described the Canadian immersion program as follows: the program was at first done at the Kindergarten level (age 5 – named as early immersion) but then developed in a higher level of education. Around 300.000 Canadian kids immersed in this bilingual program or about 6% of the national school populations: making it the pattern of immersion programs

worldwide. Consistent findings of the success of French Immersion in Canada have inspired other countries and institutions all over the world to adopt the concept of language immersion school.

The rise of bilingual education in Indonesia started in 2006 and gained in popularity in the following 6 years (Margana, 2013). The Act of the Indonesian Republic Number 20 the Year 2003 Article 50 Verse 3 said that the national and local governments have to make at least one unit of education program with an international standard at all school levels starting from elementary to senior high school. Since 2011, some people have harshly criticized it because according to them, the kind of program has discriminated against the poor and the rich because only the rich who could afford to join the program. This has brought some parties to take the issue into a judicial review of the law. Regarding the judicial review, the Indonesian Judicial Court (named Mahkamah Konstitusi) decided that the annihilation of International Standardized School (called Rintisan Sekolah Berstandar Internasional) because it violated the basic laws of the Indonesian Republic 1945. Following the decision, the government put the program of state international-standardized-schools program to an end. In the meantime, the lawmaker of the country has not created a new rule about bilingual education. Nevertheless, some of the educators have an objection about the decision. They think that bilingual education is beneficial to this generation to face the global era.

A language proficient teacher is one of the keys to the successful immersion program. In fact, it is still a big problem for most immersion schools in Indonesia - especially in Central Java- to find qualified teachers with good target language

proficiency too. The qualified ones usually are those with a better personal background or education. Also, teacher applicants do not always come from the language department. It is possible because some lessons need the teacher with the same background of education, and they might be people who do not speak in the target language. Moreover, according to the research with the British Council, in almost all Indonesian big cities, most teachers have an S1 background. Meanwhile, in small towns, the teachers may have a lower background (Supriyanti, 2012). In short, immersion teachers vary in their language qualifications. Besides, not all of them are adequately prepared to teach in the target language. Thus, improving their target language proficiency and teaching skills have become a matter of concern for immersion school.

In the challenge to produce proficient students, both in knowledge and skill, the teachers must be ready to change themselves to fit the requirement of excellent immersion school. The teachers are demanded to improve their skill. Together with this, the immersion board needs to plan strategically to improve their teachers' language skills. In the situation where the demand for a proficient teacher is hard to find, teacher training has become one of the solutions to improve the teachers' skill.

1.2   Research Problems

Daniel Creative Semarang, one of the immersion schools in Semarang, has faced the problem of finding English proficient teachers through the years. Along with the development of the school, from the Kindergarten level to Senior High School level, this school needs a lot of competent teachers who are skillful both in knowledge and language skill. As it is mentioned above, Daniel Creative Semarang (DCS) has also found that the backgrounds of their teachers are very divergent. They found that some of their teachers had insufficient English (target language) proficiency. In the beginning, the school hired American native speakers to help them improve teachers' English skills. These foreign teachers helped the other teachers speak better English by making English classes once a week in every branch and they watched the teachers' progress. Over time, the school found the challenge in finding qualified English native teachers. It means that the school needed to find the other solution to maintain the quality of teaching in English.

They found the solution through INSET (In-service Training). The research and Development Department is responsible for this program. They provide all the dimensions of English proficiency containing 4 components: listening, speaking, reading and writing. The training of the four competencies has a goal to help teachers improve their English proficiency and help them to handle the language barrier. The training is also hoped to help the teacher in using English well both spoken and written because the teachers' duty is not just to teach but also to prepare the material in English.

1.3   Research Questions

Considering the previous explanation, the problems are formulated as follow:

1. What was the teachers' English proficiency level before the In-Service training?

2 How does the school organize the English In-Service Training for their teachers?

3. Does the programmable English In-Service Training work effectively?

1.4   Objectives of the Study

The objectives of this study are:

1. To compare the teachers' English proficiency before and after the In-Service training.

2. To find out how the English In-Service is organized in Daniel Creative Semarang.

3. To discover whether the programmable English In-Service Training in Daniel Creative Semarang effectively make change to teachers' English proficiency.

1.5   Scopes of the Study

The present study is a case of teacher English in-service training developed by Research and Development Department of a private immersion school in Semarang, Central Java, Indonesia, named Daniel Creative Semarang. This school is selected as it has developed English In-Service training as it is

needed by the researcher and has assured to provide full support for this research conduction. The study is also delimited to English in-service training provided for Kindergarten teachers in Daniel Creative Semarang. The scope is bordered to the impact of English In-Service training program after some period of the program. Moreover, it is delimited to the effectiveness of English In-Service training program for Kindergarten teachers whether the program meets the goal or not.

1.6 Significance of the Study

The research can be perceived as significant to whom it may work and be useful for further development. These are given as under:

1. Significance for the institution

   The research can be significant for the institution by means of its worth as an evaluation tool. The research will help the school to see if the program works effectively, also if the program meets the goal of the school board. The research will also help the institution to decide whether the program has been applicable flawlessly or needs change.

   The effective teacher In-Service training will positively affect the way students learn their lesson to. Otherwise, if the program does not work well, nothing will change or something worse may happen. Every positive change is expected to help the students make more achievements and help the school in gaining more popularity. This research I hoped to give the

positive input to the institution and the stakeholder in producing immersion teachers with excellent language proficiency.

2. Theoretical Significance

It is hoped, by doing the research, it can be proven that the in-service training is an important step to make significant change to teachers' language skill and proficiency.

3. Practical Significance

The study can be beneficial for the school managers, research and development departments, or teachers in planning the in-service training for teachers in order to improve teachers' skill and proficiency especially in language domain. The result of this study is wished to give input on how to make the language In-Service training or how to make the provided training more effective.

CHAPTER 2

REVIEW OF THE LITERATURE

The need for training and in-service education of teachers cannot be underestimated. It is a necessity in enhancing work performance and motivation of teachers in the field. The absence of in-service training of teachers will retard the professional growth of teachers as well as "missing gaps" between demands and actual achievement levels. As for the immersion schools, language training is very important to improve teachers' language skill. This section contains previous studies and underlying theories about the mentioned matters.

2.1   Previous Studies

According to Osamwonyi (2016), in-service education allows for such activities that may include seminars, workshops, conferences, classes or exhibitions that are designed to develop and improve employees in an organization from the initial employment stage to retirement. From the foregoing, it becomes imperative that every attention should be devoted to the in-service education of teachers to promote their professional growth and development.

Various studies have examined the effects of in-service training in achieving a more professional teacher on a national scale. Some researchers have examined the positive impact of in-service training; Khattak, Gulfraz, & Ayyaz (2011) analyzed the impact of teacher in-service training in Pakistan. Amanatidis (2013)

unveiled the link between ICT pedagogic with the successful handling of the teachers' diverse profiles through INSET. Zhang & Hao (2016) compared the process of in-service training in China and Germany. Mede & Işık (2016) investigated the needs of the primary English teachers at a private school in Turkey for the in-service training program. Meanwhile, Osamwonyi (2016) stated that the in-service education of teachers should be seen as a necessity to achieve the national objectives of the Nigerian educational system. His argument was: if teachers were to perform their functions effectively and efficiently, it became imperative for them to require training in new skills and modern methodology. The higher the level of educational attainment by teachers, was the higher the level of educational standards in the country. In-service training helped them to gain this level of professionalism.

Also, on the local scale, Wati (2011) explained the reasons why training programs improved English teachers' confidence and motivation. Sumintono & Subekti (2014) described the history of Indonesian teachers' in-service training which was mentioned as entering a new era where educators were more independent than in the previous era when education was mostly centralized. It was also supported by the enactment of the Teacher Law 14/2005 which aimed to address the quality of education in Indonesia through reforming the quality of teachers. This law clearly stated that teaching was a profession and therefore, teachers who met the professional qualifications stipulated by the Law were entitled to varied training programs and professional allowance from the Indonesian government. Meanwhile, on the local scale, Baharuddin & Kanada (2017) discussed the effect of in house

training in changing the old pattern of monotonous and centralized coaching into the new paradigm of collaborative, contextual and constructivist approaches by doing in house training.

In a smaller scale, the language domain, researchers have conducted the investigation of language in-service training especially for the implication of English as Foreign Language. Goddand, Norris, & Thomas (1999) envisioned the teacher language proficiency in Australia. They saw that there was a need to take a more holistic view of this theme in order to produce a better quality of language teaching. Other research by Pawlak (2011) mentioned in his paper that successful language was the key to teaching requires many different types of knowledge and skills related to different areas. It was a consent that the target language proficiency was significant especially when it came to non-native teachers. Many of whom were facing the danger of becoming gradually deskilled. It was because of so many reasons like inadequate exposure, dealing with low-level students and being ignorant of self-change. In this case, language in-service training was a must and it should be routinely done in teachers' education programs. In line with Pawlak, through their research, Sonmez, Görsev, & Akyel (2017) proved that in-service training broadens the participants' knowledge of the instruction and the hands-on experience. Meanwhile, Omar (2014) and Cubillo, Ramirez & Gaubil (2015) underlined the importance of In-Service EFL teacher training in Costa Rica as a response to the challenges of the 21st century and the need of the students. This study showed that in-service training led to the change of the linguistics skills of approximately 80% of the teacher population in the Costa Rica public school

system. Phongploenpis (2016) suggested CLIL and content-based instruction respond to Thai students' need for English proficiency. Sahragard & Saberi (2018) concerned the issues of pre-service and in-service teacher education in Iran. The result of their investigation about in-service and pre-service language training showed that the second language domain in Iran had not gained a comfortable position although they realized that it would bring positive changes to teachers and students.

In the matter of language proficiency and teaching ability, some researches were conducted in order to solve the teacher's problem. The first research mentioned that there were five major themes of language immersion education at a micro-level: the primacy of language, the balance between language and content, the spectrum of learners in immersion programs and the sociopolitical context of immersion schooling (Walker & Tedick, 1999). Moreover, there were a lot of research investigating the immersion education as one of the best method of English acquisition : Johnstone (2002), Rugasken & Harris (2003), Kersten, et al. (2008), Hadisantosa (2010), Liddicoat, Scrimgeour, & Curnow (2011) and Chairani (2015) Morganna, Sumardi, & Tarjana (2018). Meanwhile, Peltole, Tuomainen, Koskinen, & Aaltonen (2007) indicated the effect of age exposure and the continued use of the mother language to L2 proficiency. Furthermore, Cing (2014) and Richards (2017) explored the relationship between language proficiency and teaching ability and the result showed a positive correlation.

At the same time, little was known about target language in-service training for the immersion school especially in Indonesia. For this reason, the writer chose

this topic regarding the rise of immersion schools' popularity. She believed that the topic was important to help immersion school in Indonesia in developing their teachers' language proficiency.

2.2 Underlying Theories

This section explains about immersion education, teachers' competencies and professional development, in-service training and English in-service training as the implementation of immersion teachers' personal development.

2.2.1 Immersion Education

As mentioned above, immersion education is a program where the target language environment is formed to produce an L2 proficiency learner. It is necessary to understand the generic level of immersion education in order to produce the environment for the learners. Pacific Policy Research Center (2010:1) divides the generic level into 3 phase:

1. Early immersion : it begins in the age of 5 or 6

2. Middle immersion : it begins in the age of 9 or 10

3. Late immersion : it begins in the age of 11 or 14

Besides deciding the term of immersion according to their functions, Johnson and Swain also provided some key features of immersion (1997:6) :

1. The second language is the medium of instruction,

2. The curriculum relates the local L1 curriculum,

3. The institution supports L1 development.

4. Additive bilingualism occurs,

5. Exposure to the second language is largely confined to the classroom,

6. Learners come with similar levels of second language proficiency

7. All the teachers are bilingual

8. The classroom culture is that of the L1 community

If the schools or the programs meet all the core features above, it means that schools are intended to be immersive. In other words, the bilingual school must meet all the core features above to be validly mentioned as immersion school.

In line with one of the key features above, Livaccari (2019) shares his opinion about bilingual teachers in immersion who, according to him, have great opportunity to create a language atmosphere where the learners are expected to reach a high level of proficiency and fluency in the target language while they are also able to learn schools' subjects. Livaccari underlines that the successful immersion teachers must balance their language skill and their knowledge about an academic subject.

2.2.2 Language Learning in Immersion School

Chomsky (in Macwhinney, 2007) mentioned that the logical problem of language learning was caused by messy and fragmentary input, making abstract concepts because of limited examples of languages. He featured this problem to two main sources. The first was the degenerate nature of the input. According to Chomsky, if the language heard by the person who learned L2 were so full of retracings, errors, and incompletions, they would provide no clear indication of the possible sentences

of the language. Coupled with this problem of input degeneracy was the problem of unavailability of negative evidence. According to this view, person who learned L2 had a hard time knowing which forms of their language were acceptable and which were unacceptable, because the L2 speakers failed to provide consistent evidence regarding the ungrammaticality of unacceptable sentences. Gass (in Bailey, 2006:65) refered to input as "… the language to which the learner is exposed, either orally or visually …", in other words, the language which "surrounds learners living in a L2 environment". Teachers were responsible for an adequacy of language input due to their own language proficiency. Krashen (sk.com.br, 2019) found that the essential ingredient for L2 acquisition was comprehensible input through teacher talk. The transfer from speaker's use of language to another speaker's use of language could be viewed as a contamination factor in the use of the L2. Where teachers'own L2 knowledge was not on an acceptable standard for the use of English, their poor usage and knowledge of the language were transferred to the learners (Stander, 2001). Marinova-Todd (in Nel & Muller, 2010) reviewed that the availability and the access to good L2 input and instruction produce the best outcomes in L2 and ensure native-like proficiency. In addition, she also found that the sooner a learner was exposed to the L2 in an environment rich with L2 interaction and input, the more time a learner spent on a task and the longer the learner was resident in a L2-dominated environment were better predictors of L2 acquisition than age. Appropriate circumstances and quality instruction lead to native-like competence in L2 in younger and older learners. In addition, modeling was very effective, for example, using strategies to access

meaning when reading. The teacher should model the strategies for which the learners eventually need to take responsibility. Through modeling, the learner was provided with a step-by-step demonstration of what is required. According to Ellis (2002:24), social factors affected the L2 proficiency attained by different groups of learners. During submersion L2 learners were taught in a class where L1 speakers were dominant; during immersion L1 learners are taught through the medium of L2 by bilingual teachers in classes where there were only such learners. August and Hakuta (1997) explained that during English immersion, English **language learners** were immersed completely into the English contexts without any support in their home language. The aim of immersing learners into English contexts was to develop their English language and literacy skills. The reality was, however, extremely difficult for students to learn a new language while simultaneously acquiring literacy in the L2 and not receiving support in their home language.

2.2.3   Teachers' Competence

The Indonesian Act on Teacher and Lecturer number 14 the year 2005 mentions teachers as professional educators whose main duties educating, teaching, guiding, leading, coaching, assessing and evaluating students of formal early education, basic education, and secondary education. The Act of Republic of Indonesia Number 20, the year 2003 on National Education System on article 42 states that an educator has to have minimum qualifications and be certified following his/her level of teaching responsibility, possess healthy body and mind and acquire abilities to work for achieving the goals of national education. Furthermore, the Act on

Teacher and Lecturer add competence as the qualification of a professional teacher. The government of Indonesia defines professional development as the development of teachers' competencies in accordance with current needs that are done continuously (Kemendikbud, 2012). The qualified teachers are said to have four competencies, which are pedagogical, personal, professional and social competencies.

1. Pedagogical Competence

   Pedagogical competence is the ability to understand learners, design and implementation of the learning process, evaluation of learning outcome and students' change to bring out their maximum potential.

2. Personal Competence

   Personal competency means a firm, stable, mature, wise and dignified personality of a teacher.

3. Professional Competence

   Professional competence is the ability to master the subject matter deeply and extensively. It includes mastery of curriculum material of school subjects, the substance of science over the material, also mastery of structure and method of the science.

4. Social Competence

Social competency is teachers' ability to communicate and socialize effectively with students, fellow educators, students' parents/guardians, and society.

These four competencies are substances of the ideal teacher. The four create teachers with a set of values, skills, and knowledge. It is because the task of a teacher is closely tied to classroom activity where they prepare the next generation, Every competence teacher should be aware that knowledge is not enough for this important responsibility. That is why they need to give attention to the personal development of these four competencies.

2.2.4 Teacher Professional Development

In line with the qualification needs of Indonesian teachers according to government regulation, OCED (2016) states that teachers must have knowledge of professionalism. Professional knowledge is a set of knowledge the teachers use in teaching and learning that is owned up by qualification and membership. Teachers' professional knowledge needs educational background and special knowledge of subject material, pedagogy and classroom management, typically acquired through participation in training and in-service training. In all situations and places, professional teachers will show their quality by performing their competencies.

Effective professional development is on-going, includes training, practice, and feedback and provides adequate time and follow-up support. Successful programs involve the teacher in learning activities that are similar to those they will

use with their students and encourage the development of teachers' learning communities. There is a growing interest in developing schools as learning organizations and in ways for teachers to share their expertise and experience more systematically. (OECD, TALIS Technical Report, 2005)

Professional development refers to a process in which someone's professionalism is enhanced (Evans in Widayati, 2017). TALIS defines it as "Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher" (OECD, 2009).

2.2.5 Immersion Teacher Development and Training

The role of teachers' English competence is central to how these educational changes are playing out in countries around the world. The ways in which classroom English language ability is described connects to many dimensions of teaching. The model of language that is used defines the content of lessons, organizes methodology, and conveys connections to a world beyond the classroom. These dimensions shape what students take from – or 'learn' in – their English classes (Freeman, 2016). Further, Freeman stated :

> Likewise, English competence defines – at least ostensibly and publicly – who the teacher of English is. English competence functions as a form of professional identity, within the syllogism that *the more fluent in English, the more effective the teacher.* This logic substitutes the teacher's English competence as a measure of professional performance, shaping – practically and pragmatically – what the teacher does in the classroom.

In the matter of Immersion Teacher Development in the domain of language proficiency, Freeman (2016) mentions the formula of language teachers' education. It can be seen in the following figure.
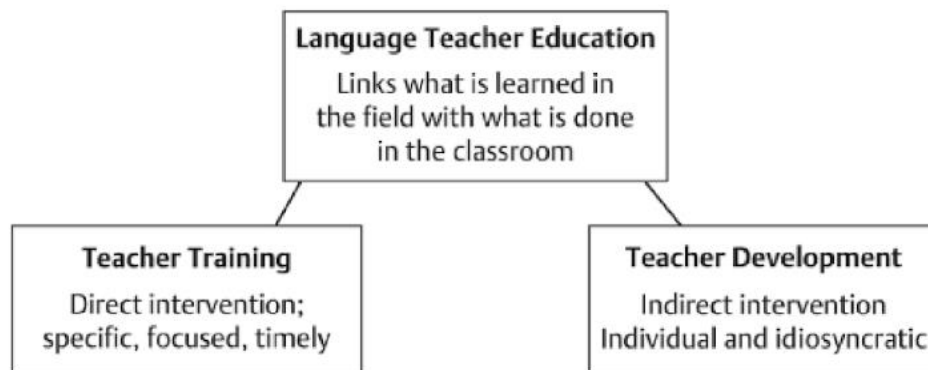
Figure 2.1 Language Teacher Education as Teacher Training and Teacher Development

Freeman states that teacher training is part of language teacher education. To create a fully professional teacher, especially for the language-based-school teacher, teacher training is the best solution to help teachers to face education advancement and anything that may happen in the teaching process. What made it different from other teaching education was that immersion teacher education always aware of the use of target language as one of the main purposes of immersive education. That is why Freeman underlined that language teachers' education needs to be functionally defined as the overall process.

In order to prepare a professional teacher, teacher education must include teacher training. It is common to mention two kinds of teacher pieces of training. They are pre-service training (PRESET) and in-service training (INSET).

Naik & Raman (2013) defines pre-service training as "professional training undertaken by teachers before their joining in the service as teachers." People who want to be a teacher as his/her future profession needs to undergo this kind of training because this training will help them acquire essential knowledge and skills that are necessary for improving their competence as teachers. Meanwhile, in-service training is a "continuing education of teachers already working in schools for professional competence."

Assuming the definitions, they are clear that every training is important for each situation. The pre-service is the training before teachers join the school. They usually find it at their college time. However, some schools may also provide pre-service training. A school-pre-service training has a purpose to introduce their teacher candidates to their education system and environment. The candidates are prepared for a particular situation of the school so by the time they go to the class they get used to the situation and face it well. On the other hand, there is a situation when schools find some lacks in their teaching system or the time when the schools need to make changes. Thus, they find that one way to fix this situation is by improving their teachers' skill and ability. In this kind of time, they need to do in-service training..

2.2.6 Immersion School Language In-Service Training

In-service education was designed for the human resources development of the school system and the educational enterprise as a whole. Immersion teachers were professionally ordered to uphold academic achievement while improving target

language proficiency and literacy at the same time. Teaching the lessons to immersion students with the limited language proficiency obviously needed teaching strategies unlike those used in L1 instruction, that was why teachers' preparation and professional development are really important (Ceallaigh, Hourigan, & Leavy, 2018). If teachers were to perform their functions effectively and efficiently, it became necessary for them to require training in new skills and modern methodology (Osamwonyi, 2016). He continued that in-service education can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. Ceallaigh, Hourigan, & Leavy (2018) further emphasized, "the supply of high-quality teachers with the necessary language, cultural and pedagogical competencies is core to successful immersion program implementation".

Nation & Macalister (2010) defined that in-service training was done for teacher development after pre-service training and after teachers had some teaching experiences. In short, in-service training is the course for the teacher in order to improve the quality of knowledge, professionalism, and skill and was done after the teachers experience the real class and problem with the students. The purpose of in-service training is the upgrading of teachers that is hoped to impact an upgrade for the students' achievement too.

2.2.7 In-Service Training Planning

Generally, in-service training can have more than one goal. In their book, Nation and Macalister (2010:105) mentioned the guideline to make goals as follows: (1) the goal for a participant to know the purpose of the workshop, (2) the goal about information transfer with regard to the learner, (3) the goal for the participant to know how transferring the information, (4) the goal to integrate information transfer activities and (5) the goal to solve the problem in the classroom.

Next, Nation and Macalister mention that the workshop must give the right information to the participants. The content of in-service training must include new information, otherwise, the training may result in a useless discussion. In deciding the content of training, it is possible to get it from some sources like pre-reading articles, prepared talks by training organizers, speaker or selected participants, model activities, spontaneous discussion, and feedback.

Last but not least, nice training has a nice presentation. For training to be interesting, the organizers must concern about the way they present the training. It is important as the teachers have given their time and energy to teach their students, Therefore, the interesting presentation of training is hoped to regain their energy and attention.

2.2.8 Proficiency Levels – the Before and After In-Service Training

The necessity of teachers' good command of the target language is known by his competence in the second language. "The greater the language competence of a teacher, the more creative and confident his teaching will be. It is the responsibility

of the teacher to ensure their language proficiency is sufficient to allow them to teach effectively and accurately" (Kelly in Pawlak, 2011). A similar view by Medgyes (2001) says, "the most important professional duty that non-NESTs (non-native English Speaking teachers) have to perform is to make linguistics changes to their English."

Freeman (2017) sees the importance of teacher learning language at a specific time because the teacher has important functions in the classroom. He depicts the situation of language use as follows :
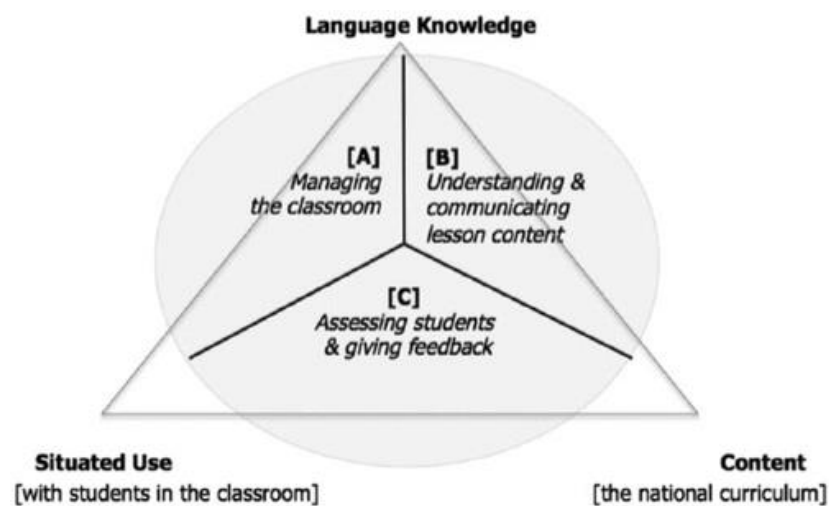
Figure 2.2 The construct of English-for-Teaching by Donald Freeman

The teachers carry out the task like in each of these functional areas. All of those jobs are implemented and use through language. Teachers' proficiency is undoubtedly important for the teaching process. As it is mentioned above, the language-proficient teacher will cope with any teaching situation and problem. All they have to do is to create a program to improve their proficiency level.

It is clear that lacking target language proficiency is likely to have negative effects on many aspects of teaching. Palwak (2011) argues: one area that immediately comes to mind is the quantity and quality of the available target language input. Teachers with the limited skill of the target language may show a tendency to fall back upon the shared mother tongue, find difficulty in giving good language models or supplying sufficiently rich language learning input, and find it hard to measure their performance for accuracy as well as to offer proper feedback on their learners' errors. Insufficient competence also means into lower quality of the teaching process. It may lead to a situation where students will lack understanding because of the teachers' low language proficiency.

Proficiency is someone's ability and skill in using language to communicate. The proficient teacher has a good command of language to teach. He has no difficulties in comprehending the language, finds no barrier to share his ideas spoken or written, and is able to interact easily. Richard (2018) mentions five indicators of language proficiency: accuracy, fluency, complexity, appropriacy, and capacity. Based on these competencies, someone's communicative performance can be described in a range of proficiency levels. For example: basic, intermediate or advanced.

Given such a wide range of problems, making a change of target language proficiency one of the priorities of in-service teacher training is likely to have some benefits. According to Farrell (2007), these include higher standards of use of the target language for the institution and its teachers, better learning outcomes, access to higher levels of professional development, better-quality skills for planning

lessons and developing materials, personal satisfaction, and a greater choice of teaching methodologies available.

In enhancing the communication proficiency of the teachers, Brown (2001:390) suggests testing the global competence in a language. A proficiency test is not intended to be limited to any one course, curriculum or single skill in the language. A typical example of a standardized proficiency test is the Test of English as a Foreign Language (TOEFL).

In order to improve the level of teachers' proficiency, a standard set of guidelines is needed. The guidelines help the institutions to understand their teachers' proficiency level and lead them to see what they need to achieve to have a better level. The adoption of English proficiency guidelines is still not familiar in Indonesia. Yet, it is important to use proficiency guidelines as the learners will have an exact standard and measurement of what to achieve so that they can show better performance.

Language in-service training is one way to deal with teachers' language low proficiency. In-service training is the answer to this matter, as the teachers cannot always leave their responsibility to teach. That is why they need to spare some of time to learn how to improve their language proficiency.

As the measurement of progress, the proficiency assessment is important for a language program. Nation and Macalister (2010:109) mentioned that proficiency assessment was based on details that depict language "as a whole" instead of the substance of a specific part. This kind of assessment has a purpose to assess how far the learners' knowledge of the language. The important thing about the

proficiency test was that it became the source of evaluation data of a program. The result of the proficiency test signified the relevance and adequacy of language training. .

2.2.9   The Effectiveness of Language In-service Training

Nation and Macalister (2010:123) defined evaluation as an essential step to see whether the program is worth doing or not. In this case, whether the in-service training is worth doing or not. "Evaluation requires looking both at the results of the course and the planning and running of the course". In order to see the success of the program the organizer needs to gather information about it.

Evaluation is an essential part of a good program. It ensures that weaknesses in the program are found and repaired. It allows for the adjustment of a course to a changing environment and changing needs. If the evaluation is well planned, it can help teachers develop professionally and come to feel that the course is truly their own.

Once training has been planned and after it has been done, it is very important to reflect on its program to see if changes are made. Nation and Macalister (2010:183) said that an effective workshop had 3 important points :

- Clear goal

- Involves new contents

- Interesting presentation

2.2.8.1 Clear goal

In evaluating the goal of the training, the organizer of the training must make sure that the goal is well communicated to the participants. At the end of the program, the organizer needs to see whether the goal is well achieved or not. If the goal is well achieved, the organizer of the training needs to ask the participants whether they feel the feeling of successful completion or not. These are essential to measure the success of a program and to set the new goals in the future.

2.2.8.2 Content

The good program needs to involve the input of new information. The organizer needs the information they will give to the participants. If they fail to give a qualified input then the training will be useless and unproductive. The input has a strong connection with the evaluation of handout. In order to evaluate the effectiveness of the sourcebook, the model of curriculum design is proposed as a good tool for evaluation as it is shown in figure 2.3.

Environment analysis is about the environment where the course book will be used. It considers the situation of learners, teachers and teaching process. **Needs analysis**, according Iwai *et al* (in Songhori, 2008) is "the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of particular group". **Principles** talks about a set of method of approach to decide how the course book will be effective for teaching and learning process. **Goal** is put in the center of curriculum design model. It means that goal is the main reason why the book is adopted and what the learner can benefit

from it. **Content and sequencing** of the curriculum design is about language items, ideas, skills and strategies and also how the course is managed to reach the certain goal. It is also important to find the right and nice. **Format and presentation,** that is the form of how the course book will be presented which is suitable and interesting for the learners. **The monitoring and assessing** is the part to measure how well use of the book is.
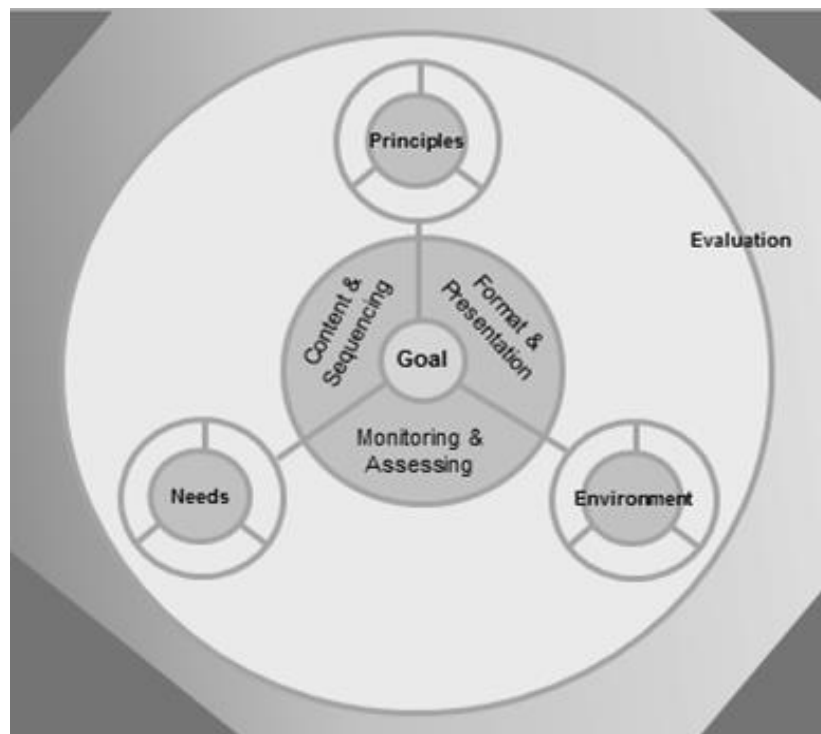
Figure 2.3 A model of the parts of the curriculum design process by Nation and Macalister

2.2.8.3 Interesting Presentation

The presentation of the training relates to the presentation of the teaching and learning process. The successful training encourages the participants' eagerness to keep following the program. If the teaching and learning process is good and

interesting, then the program will be considered effective. That is why evaluating the teaching and process is important for the development of the program.

The focus and tools for evaluating the teaching and learning process can be seen in table 2.2. Some questions may come up as someone needs to gather information if a program works well. These points help the researcher to examine how well the training program works.

Focus	Tools
Amount of learning	Achievement and proficiency tests Learner self-report scales Analysis of course book content Interviewing learners
Quality of learning	Achievement and proficiency assessment Lesson observation Interviewing learners Teacher diaries Study of research reports
Quality of teaching	Systematic lesson observation Interviewing teachers – retrospective accounts Learner self-report scales Teacher self-report scales Study of research reports Achievement tests Listing of staff qualifications
Quality of course book	Systematic course book evaluation checklist Teacher and learner questionnaires
Quality of curriculum design	Systematic course evaluation checklist Analysis of the syllabus Evaluation of the course materials
Degree of later success of graduates of the course	Interviewing employers or using questionnaires Interviewing graduates or using questionnaires Later achievement records such as GPA
Teacher, learner or sponsor satisfaction	Self-report scales Questionnaires Interviews Learner re-enrolment statistics

Table 2.2 Focus and Tools for Evaluation of Teaching and Learning by Nation and Macalister

CHAPTER 3

RESEARCH METHOD

This chapter mentions the methodology of the research which consists of : research design, location, time and object of research, instruments of data collection, method of data collection, method of data analysis and method of data presentation.

3.1 Research Design

This study used a pre-experimental research design with a mixed-method approach that includes qualitative and quantitative methods which emphasis the case in finding the effectiveness of the research of in-service training for teachers in Daniel Creative Semarang Kindergarten. The result of the study will be offered to the Research and Development Department of Daniel Creative Semarang for inputs and further positive development. Heyvaert, Maes, & Onghena (2011) exclaimed that mixed-method research could be applied at the primary empirical study level. It was said at the primary level because the research gathers qualitative and quantitative data directly from the research participants using interviews, observations and questionnaire, and combined all the data to get a conclusion.

In doing the research, the writer tries to obtain and interpret the mixed data. In order to reveal the phenomenon within the case, the writer does observations and investigations about a certain inquiry.

3.2   Location, Time and Object of the Research

The study was conducted in two locations of Daniel Creative Semarang Kindergarten: DCS Gajah Mada and DCS Tanah Mas Semarang. The subject of the study or the research participant, according to Stony Brook Research (2019), is a person who decides to join the research study. The object of the study in this research were 37 kindergarten teachers within two branches of Daniel Creative Semarang Kindergarten (20 DCS Gajah Mada teachers and 17 DCS Tanah Mas teachers). The study also observed the head and staff of the Research and Development Department who got a responsibility in conducting the English in-service training for Daniel Creative Semarang.

The first term of in-service training was during the school year of 2017-2018. The second term of in-service training was done during the school year of 2018-2019 (which is still ongoing).

The data collection was done from January-March 2019. To gather the information from the subjects of the study, the writer did observation and investigations during the in-service training. They were asked to fill the online questionnaires to collect their opinions about the training and to gather needs analysis information from the users of the training. The participants were also being interviewed in order to complete the data.

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3.3   Instruments of Data Collection

In collecting the data, the writer used some data collection instruments, namely: class observation, document investigations, online questionnaire and interviews.

1. Class Observation

   The class observations were done to see how the in-service training worked and how was the effect on the way the teacher taught. The writer joined the class in both schools to observe how the in-service training work, recorded the training as an observer.

2. The Document of Investigations

   The documents investigations were done to see everything that was used as the tools of teaching and assessment. The documents are hand out book (Interchange Book 2 and Book 3 Fourth Edition by Jack C. Richards), syllabus, lesson plans, assessment of pre-test and post-test and regular assessments by in-service training tutor.

3. Online Questionnaire

   Next, to complete the whole picture of the in-service process, the writes shared online questionnaire by Google form to get the picture of teachers' needs and opinion about the in-service training process and result. The online questionnaires were shared through every school's Whatsapp group with the help of every school's curriculum coordinator. The writer gathered the online result of the questionnaires using Google Drive. The outputs of the online

questionnaire were documented to analyze. Last but not least, some interviews were also done to get complete information about in-service training.

4.   The Interviews

The interviews were done to the head of the R&D Department, the staff of R&D Department who became the teachers in-service training tutor and to the principals of both schools. The result of the interview was documented to further analysis.

3.3.1   Validity and Reliability

Since the writer used a questionnaire, it is important to check the validity and reliability of the questionnaire. Before uploading the online questionnaire, the writer did a face and content validation check. Some important informations were collected in order to validate the questionnaire i.e. the schedule of in-service training, information about the participants, information about the classroom activities and expert judgment.

The expert judgment was done by gathering the advice and suggestion from the expert, that is the writer's thesis advisor, the head of Daniel Creative Semarang R&D Department and the principals of both kindergartens. Also, the correlational statistics analysis Pearson Product Moment using the SPSS program was operated to estimate the questionnaire item validity once the. For this purpose, Factor Analysis using the SPSS program was used, and the result of the computation was presented to prove the validity of the questionnaire.

The reliability test was done by doing the double-check of the online questionnaire to the participants of the in-service training. The reliability of the questionnaire was computed statistically using Cronbach Alpha, as Dörnyei (2010) argued that Cronbach Alpha is proved to give an accurate internal consistency estimate and appropriate for answers that are coded dichotomously, such as a Likert scale.

3.4   Methods of Data Collection

The data in this research was collected through :

1. Observing and Evaluating the In-Service Class

   The writer joined the class in order to see how the in-service training works. The recording was the real evidence how the training worked.

2. Investigating the Documents

   As it was mentioned above, there are some documents (class observation, document investigations, online questionnaire and interviews) that must be investigated to see the effectiveness of the in-service training

3. Administering the online Questionnaire

   The Online questionnaire were uploaded through Google Form and was administered to the participants of the in-service training: that is all the teachers of both kindergartens. The writer gave them some of the time to fill the online-questionnaire through their personal mobile phone or PC. The result of the questionnaire were collected through Microsoft Excel as the valid data for further analysis.

4. Interviewing the Person In-Charge

To complete all the research, the interviews were done to the person in charge: the head and staff of R&D Department, and the principals of both schools. The interviews were recorded through mobile phone recording application and the result was documented.

3.5   Methods of Data Analysis

Since the purpose of this research is to see the effectiveness of in-service training program to Kindergarten teachers in Daniel Creative Semarang, this research applied a mixed-method design. A mixed-method design is an approach that incorporates the collection, analysis and combining of quantitative and qualitative data in a single study (Creswell, 2005). The benefit of the mixed method is comparing results to describe the phenomenon the best it can be. In short, the results from qualitative data collection are directly compared with results from quantitative data collection. Statistical trends are supported by qualitative themes or vice-versa.

3.5.1   Triangulation

In order to analyze the data, the writer used a concurrent triangulation strategy of the mixed method. The writer collects both quantitative and qualitative data concurrently and then compares the two databases to determine if there is convergence, differences, or some combination (Cresswell, 2009). The strategy can be seen in the following figure.
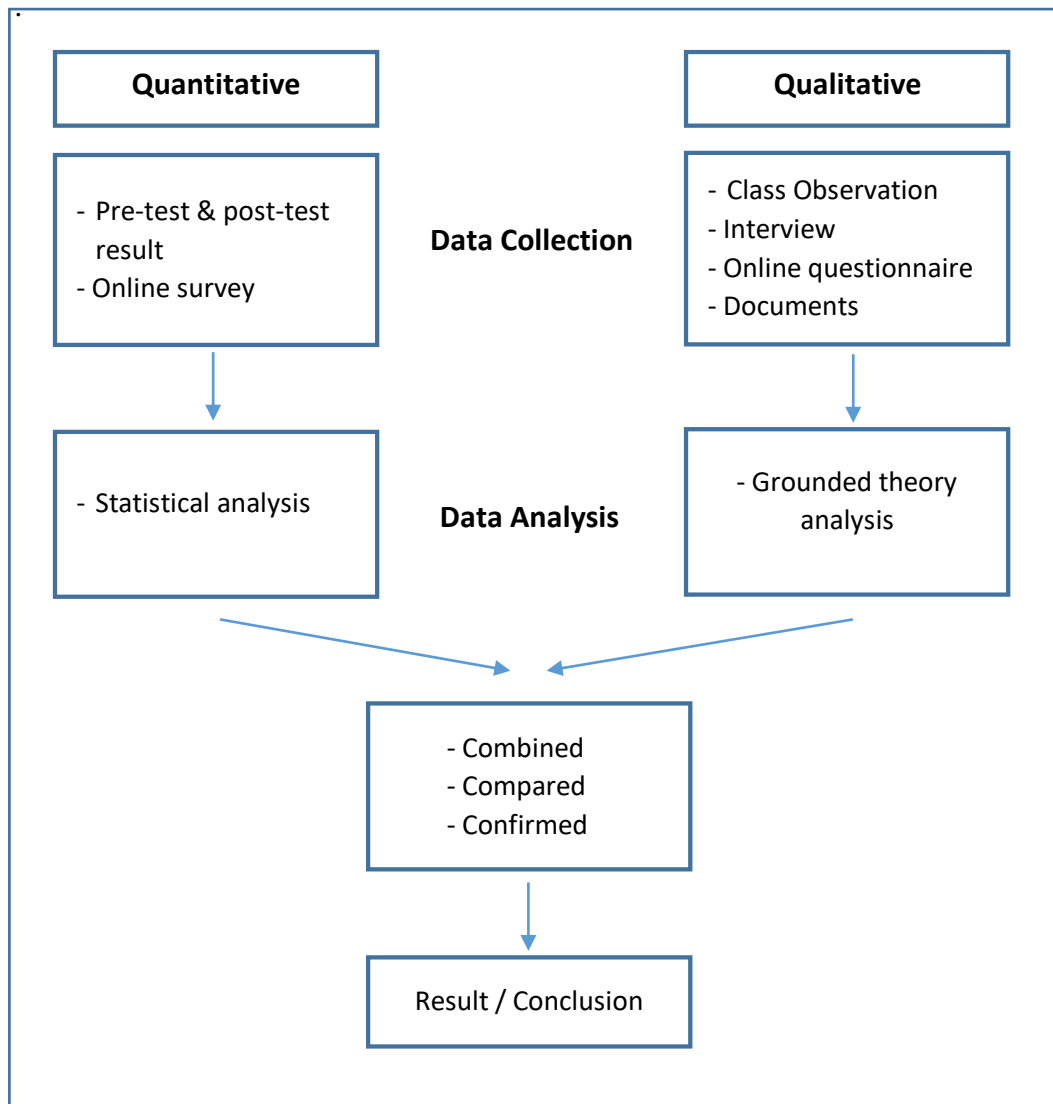
Figure 3.1 Concurrent Triangulations Strategy

3.6   Method of Data Presentation

The result of the data is reported using textual data presentation. After the analysis using mixed methods are done, then the conclusion is the writer describe it in narrative explanation as an evaluation of English in-service training in Daniel Creative Semarang Kindergarten.

CHAPTER 4

FINDING AND DISCUSSION

This chapter mentions the findings and the implementation of English in-service training in Daniel Creative Semarang Kindergarten and the discussion of the result.

4.1 DCS Teachers' Problem before the In-Service Training and Purpose of English In-Service Training

The initiation of English in-service training in Daniel Creative Semarang was started in 2007 by the school board. It realized that along with the development of the faculty, from the kindergarten level to Senior High School level, this school needed a lot of competent teachers who are skillful both in knowledge and language skill.

As it was mentioned above, Daniel Creative Semarang (DCS) has also found that the backgrounds of their teachers are very divergent. Only about 40% of them came from the language department program. It was found that some of their teachers had lower English (target language) skills. In the beginning, the school hired an American native speaker to help them improve teachers' English skills. These foreign teachers helped the other teachers speaking better English by making English classes once a week in every branch and watching their progress. Over time, the school found it was harder to find qualified English native teachers. It

means that the school needs to find the other solution to maintain the quality of teaching in English.

At the beginning of the school year 2017-2018, the R&D Department decided to create English In-Service training with their own staff as tutors for the teacher. The main purpose of the program is to improve teacher's English proficiency to the level where the language is no longer a barrier for them to teach the students. Because the INSET showed a positive change to Kindergarten teachers' English proficiency, the school board decided to continue the program to the next stage in the school year of 2018-2019.

To plan the strategy of the training, the pre-test was done to see the pre-condition before the treatment. The result of the pre-test with the test value 60 was classified into 3 classes. The test was made based on the level of A2 to B1 according to CEFR guidelines. The one who passed the test (with test value more than 60) was said to be in A2 level of proficiency. While those who got the higher results (with test value more than 84) were said to be on the level of B1. Here is the result of 37 participants pre-test that was classified into 3 groups. (The CEFR correlation by skill can be seen in the Appendix).

Value Tests	Number of Participants	CEFR Level
60<	21,6%	A1
60-84	59,5%	A2
>84	18,9%	B1

Table 4.1 Result of English In-Service Training Pre-Test

We can see from table of result above that there are 21,6% of kindergarten teachers are in the level of A1, 59,5% are in the level of A2 and 18,9% are in the level of B1.

4.2 Implementation of English In-Service Training

From the result of the pre-test, the R&D planned how INSET (In-service Training) for Kindergarten teachers should be done. They provide all the dimensions of English proficiency containing 4 components: listening, speaking, reading and writing. The training of the four competencies is hoped to help teachers gaining change to their English proficiency and help them to handle the language barrier. The training is also hoped to help teachers using English well both spoken and written because the teachers' duty is not just to teach but also to prepare the material in English.

Before the meeting started, the R&D Department took a pre-test to see the teachers' proficiency level before the treatment using CEFR (Common European Framework of Reference as proficiency guidelines for this in-service training. The result of the pre-test (as it can be seen from table 4.1) defined what kind of treatment the kindergarten teacher would receive.

After the pre-test, the tutor started to plan the meetings for in-service training. The training itself was done after school. As for the Kindergarten, the training was done once a week in every school (there are two locations of Kindergarten) for an hour meeting. During the meeting, the tutor from the Research and Development Department used Cambridge's Interchange Fourth Edition series book by Jack C.

Richards as the hand out. The tutor led the class to follow the activities of students'
workbook that includes English four competences: listening, speaking, reading and
writing.

The meetings were arranged for 24-30 weeks to finish eight units in the book,
with around 2-3 weeks of finishing a unit of a lesson and evaluation tests every time
they finished two chapters of the book.

The program was started in the beginning of the school year of 2017-2018
named as the stage 1 and was continued in the school year of 2018-2019 named as
stage 2. The 1st stage INSET had a goal to increase teachers' English proficiency to
the level of A2-B1 according to CEFR. The first stage used the book Cambridge's
Interchange 2 Fourth Edition while the second stage used the book Cambridge's
Interchange 3 Fourth Edition. The 2nd stage INSET had a goal to increase
teachers' English proficiency to the level of B1 according to CEFR.

In the end of every stage, R&D team made a written and spoken post-test in
order to see the progress of the teachers.

4.3   Proficiency Levels – the Before and After In-Service Training

Using the statistical device SPSS, the writer reported the pre-test and posttest results.

4.3.1   The Result of English INSET Stage 1 (School Year 2017-2018)

The following was the result of the T-test of Pre-Test and Post-Test 1. The former was done at the beginning of the school year 2017-2018 to give the picture of kindergarten teachers' level of proficiency according to CEFR, while the latter was done after the INSET stage 1 to see the progress after the INSET.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	37	68.4865	13.02907	2.14197
Posttest 1	37	78.0000	8.17092	1.34329

One-Sample Test

	Test Value = 0				95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Pretest	31.974	36	.000	68.48649	64.1424	72.8306
Posttest 1	58.066	36	.000	78.00000	75.2757	80.7243

Table 4.2 One Sample Statistic of Pretest and Posttest 1

The result showed the mean of pre-test was 68,49, while the mean of the post-test 1 was 78. It showed that there is a change after treatment (the first stage of INSET that was done on the school year 2017-2018).

Respectively, the learners were divided into three classes of achievement according to the pretest result. The classes were: high, middle and low class. All classes got the same treatment using the same method and tool.

Next, the writes did a univariate analysis of variance to see the graphic of the progress of all 37 participants. From the univariate analysis of pretest and posttest 1, we can read that there is a significant change in the posttest after the Stage 1 treatment of in-service training. All the group (low, middle and high) showed change on their proficiency level as it can be seen from figure 4.1.
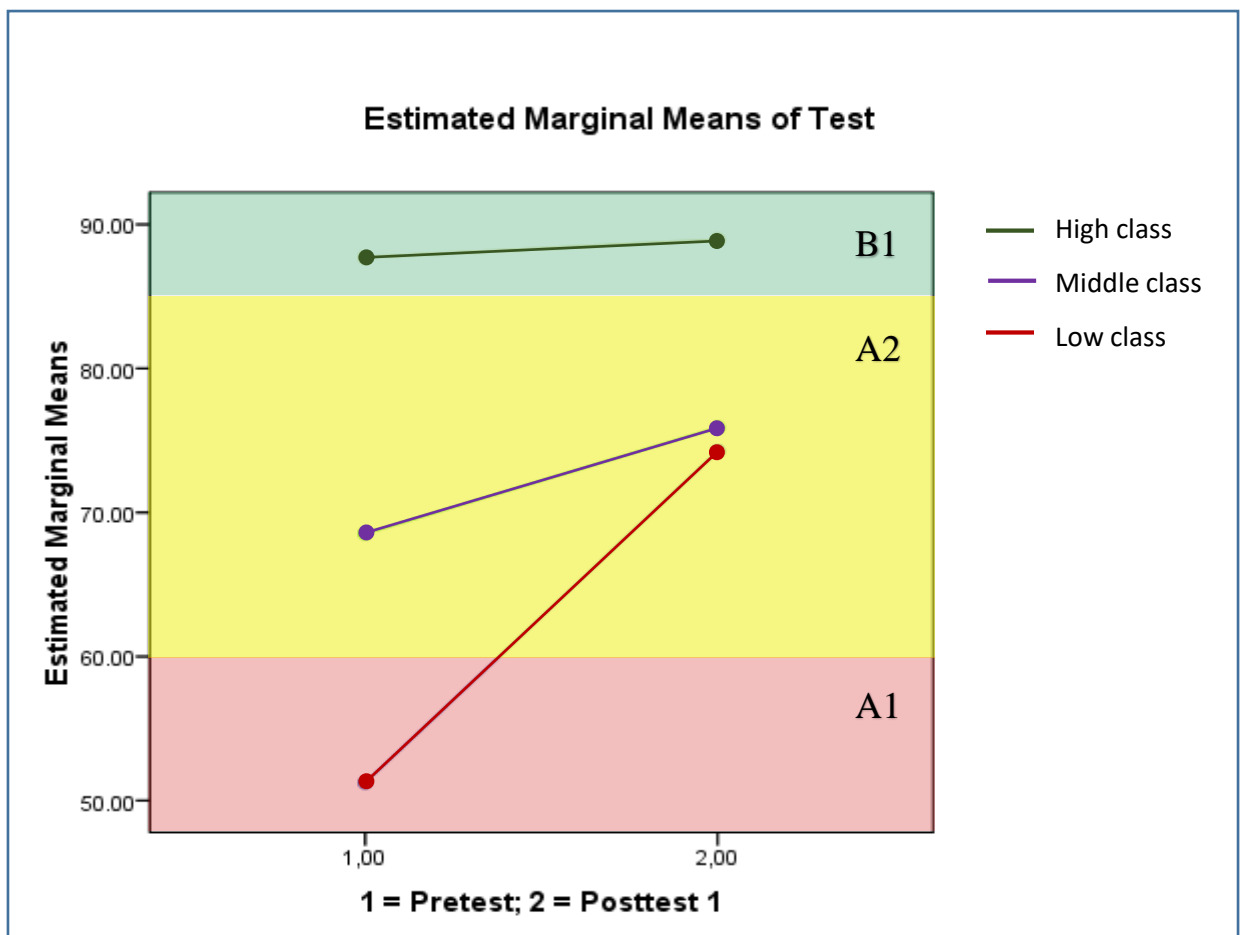

Figure 4.1 Univariate Analysis Statistics Class x Score

The low group gained the greatest change among all groups. The middle and the high-level groups showed change too, but the changes were not as great as the low group. This means that the treatment worked best in improving the low-level group.

The statistical analysis of pretest and posttest 1 results tell us that the in-service training significantly makes the change in teacher's English posttest scores. In the matter proficiency change, this is the result: in the beginning, the lowest level of DCS' kindergarten teachers was A1 or less (according to CEFR proficiency guidelines). By the end of the program of the school year 2017-2018, the lowest level reached level A2, while the middle level, although it showed change on score test, did not make it reach the B1 level. The high level also stayed at the B1 level despite their score change. However, the result of the posttest gives us important information that the treatment of in-service training using Cambridge's Interchange by Jack C. Richard considerably fulfilled the school year goal: that was to make the teacher be in A2-B1 level.

The following univariate figure will show us how exactly the change made by the teachers after the treatment of 1 stage English INSET.
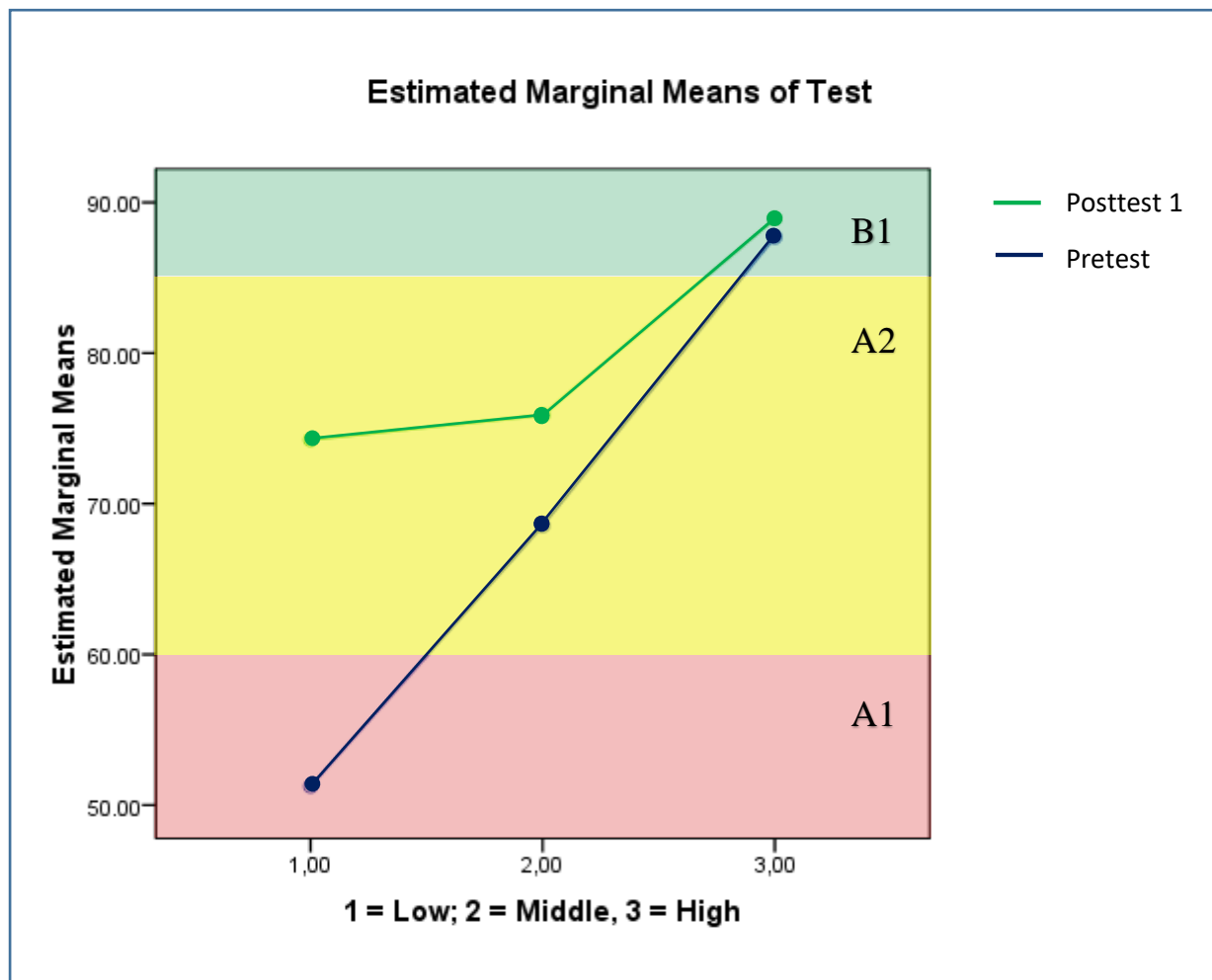
Figure 4.2 Univariate Analysis Statistics Score x Class

The univariate figure above affirmed that the English INSET Stage 1 has improved DCS Kindergarten teachers' English proficiency. The best change was made by the low class: who made the highest loop of change. The middle class also progressed but did not show level change on this stage. While the high class showed the slightest progress.

From the univariate analysis, it is concluded that English INSET stage 1 for DCS Kindergarten teachers:

1. has fulfilled the school year goal: that was to make the teacher be in A2-B1 level

2. was very effective for the low class change but less effective for middle and high classes change.

The next thing that must be considered by R&D Department is to find more effective way to improve middle and high level teachers comprehensively.

4.3.2 The result of English INSET Stage 2 (School Year 2018-2019)

Relating to the positive result of English INSET stage 1, the program was continued to the next level. In the school year of 2018-2019, the R&D department used Cambridge's Interchange 3 Fourth Edition for the handout. This time, the program was planned concerning the first stage's evaluation that the tutor had to give more attention to middle and high classes, with the hope that these two classes would make a better change.

The main goal of Cambridge's Interchange 3 Fourth Edition is reaching the B1 level according to CEFR. As all the participants of English INSET for DCS Kindergarten teachers had reached level A2-B1, the tutor put more attention in encouraging the participants and made sure that all the participants would make it to the B1 level according to CEFR.

In order to reach the B1 level of CEFR, the participants needed to pass the value test of 75 points for their Stage 2 English INSET. The following is the T-test result of Stage 2 English INSET for DCS' Kindergarten teachers.

T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Posttest 2	37	85.3514	6.02468	.99045

One-Sample Test

	Test Value = 75					
					95% Confidence Interval of the Difference	
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Posttest 2	10.451	36	.000	10.35135	8.3426	12.3601

Table 4.3 One Sample Statistic of Posttest 2

The result showed the mean of posttest 2 was 85,35, which is above the value test of B1 level of CEFR (75). It means that, over all, the participants have reached the goal of Stage 2 English INSET for DCS' Kindergarten teachers, that was to improve their English proficiency to the level of B1 according to CEFR

The following is the figure of univariate analysis about the estimated marginal means of stage 2 posttest.
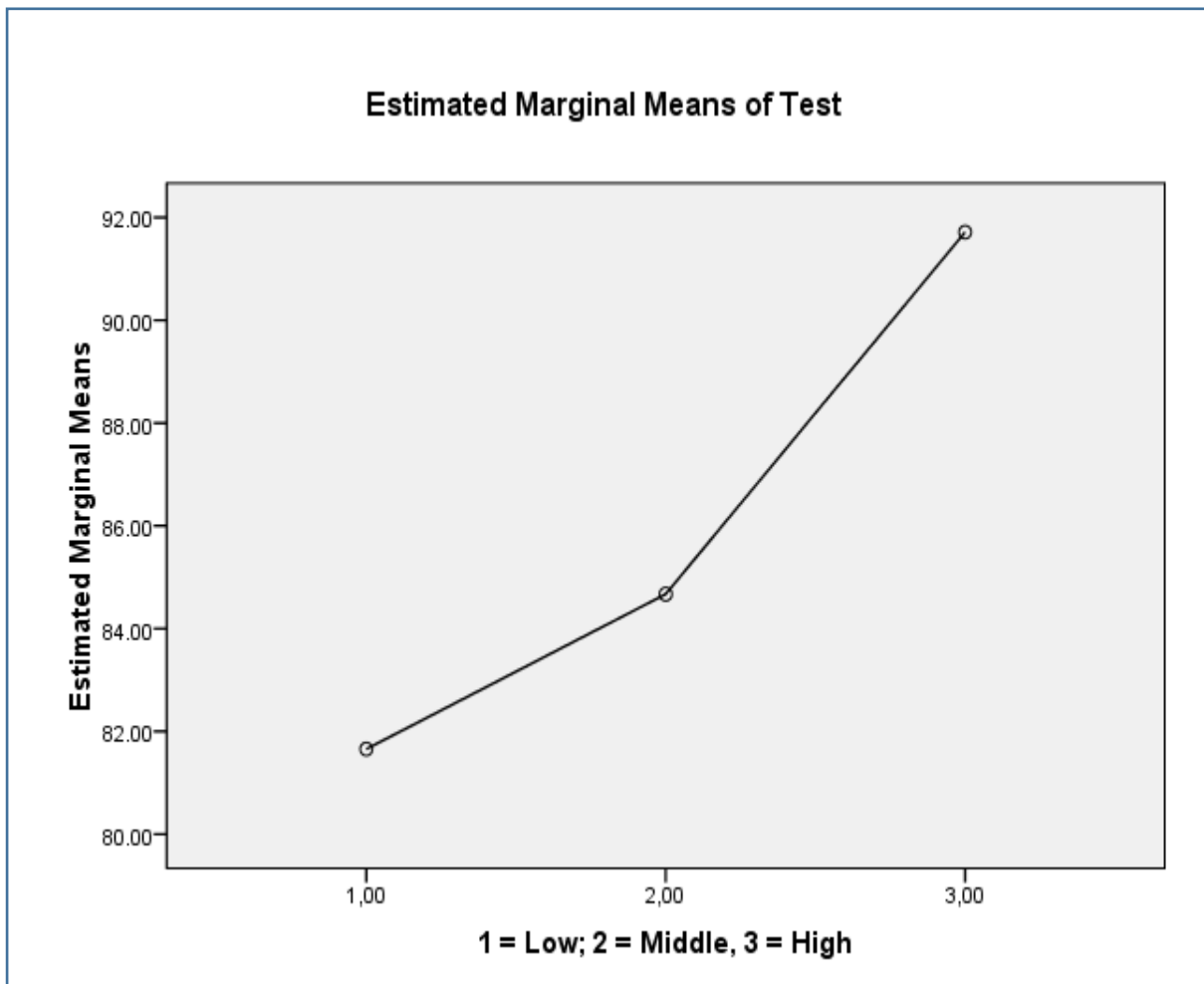
Figure 4.3 Univariate Analysis Statistics of Posttest 2

The result of the univariate analysis showed that all classes have passed the value test of 75 points. It means that after the treatment of English INSET Stage 2, the kindergarten teachers of DCS have made it to the level of B1 according to CEFR proficiency level.

4.4 DCS Kindergarten Teachers' English In-service Training Program Evaluation

To evaluate the wider range of aspects, examining achievement is considered not enough. The complete language training evaluation may include evaluating the teaching and learning process too. These aspects embrace the performance of teachers and learners and lesson observation. With the guidance of Nation and Macalister's table focus and tools for language training evaluation, the writer examined the result of quantitative and qualitative data collected from observation, questionnaires, and interviews in order to arrange a comprehensive report of program evaluation as follows :

4.4.1 Result of Questionnaires

The questionnaire gathers the information about participants' opinion about how effective parts of the in-service training. Using Nation and Macalister's focus and tools for evaluation of teaching and learning guidelines which mention some aspects like **amount of learning, quality of learning, quality of teaching, quality of course book, quality of curriculum design, degree later of success of graduates of the course, and teacher, learner or sponsor satisfaction,** the result of questionnaire is presented in the following table.

4.4.1.1 Validity of the Questionnaires' Result

The check the validity of the questionnaire, factor analysis using the SPSS program was used, and the result of the computation was presented to prove the validity of

the questionnaire. The valid question has the value of r analysis is bigger than the r table of 1% significant. With 37 participants (n=37), according to Pearson's table, the r table of 5% significant is 0,408. It means that, if the r analysis is bigger than 0,418, the question is valid, but if it is less than that, the question is invalid. Therefore, here is the result.

Num.	Question	r analysis	r table sig 1%	Validity
1.	How effective the teaching process of in-service training in DCS?	0,812		Valid
2.	How effective Interchange Book usage in this training?	0,820		Valid
3.	How effective the tutor's teaching after training?	0,860	0,418	Valid
4.	How effective the time and schedule of this training?	0,700		Valid
5.	How effective the training make changes to teachers' daily work?	0,753		Valid
6.	Level of satisfaction of the training.	0,898		Valid

Table 4.4 Table of Questionnaire's Validity

4.4.1.2 Reliability of the Questionnaires' Result

The reliability test was done by doing the double-check of the online questionnaire to the participants of the in-service training. The reliability of the questionnaire was computed statistically using Cronbach Alpha, as Dörnyei (2010) argued that

Cronbach Alpha is proved to give an accurate internal consistency estimate and appropriate for answers that are coded dichotomously, such as a Likert scale. If the value is bigger than 0,60, the result of the questionnaire is reliable. The result of the calculation using the SPSS program showed that the questionnaire had reliability as follows :

Case Processing Summary

		N	%
Cases	Valid	37	100.0
	Excluded[a]	0	.0
	Total	37	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.891	6

Table 4.5 Table of Reliability Scale

As we can see here that the result of the Cronbach's alpha is 0,891. It is bigger then 0,60. It means that the questionnaire is reliable.

4.4.1.3 Level of Satisfaction

Next, the writer asked the participants to evaluate themselves about how was their level of English proficiency before the training and how was it after the training. The following is the result of level of satisfaction.

Parameters of Satisfaction	Level of Satisfaction
The effectiveness of teaching process of in-service training in DCS.	87%
The effectiveness of Interchange Book usage in this training.	78%
The effectiveness of the tutor's teaching after training.	73%
The effectiveness of the time and schedule of this training.	80%
How effective the training make changes to teachers' daily work.	72%
Level of satisfaction about the training.	72%

Table 4.6 Level of Satisfaction of English In-Service Training in DCS Kindergarten

And the result shows that the participants believed that their English proficiency was 2,9 (on the scale of 1-5, very bad-very good) before the training and it increased 0,8 point to 3,7 after the training. It means that the participants felt the change after the training. The result is in line with the result of the pretest and posttest. The training undeniably makes a positive change to participants' English skills.

In order to see the needs of participants, the writer asked what English skills they really needed for daily teaching. The result confirms that 35% of participants put speaking as a priority of training, 33% of participants put listening as a priority and the rest of them choose the other skills (Figure 4.3). Most of them choose to speak as a priority because they think that they must use speaking skill every day while the other who put listening as a priority because they think that they need

more input of better English skills by listening to a lot of sources of English teaching as a basis of other skills.

Figure 4.4 Chart of Skill Priority

According to the survey on the questionnaire, almost 90% of the participants knew that the goal of the training was to improve their English skills. This was the goal that had been made by the R&D Department for all the teachers in DCS. In fact, some of the participants were still unconfident if the program has fulfilled their own goal, the goal of the institution and the goal of teaching to their students.

Coming to the question of "Do you feel confident that the training has fulfilled your personal goal?", about 23% of the participants said 'no'. Their opinions were saying that their accomplishment, for now, was not enough. They needed to keep improving themselves concerning the changes around. Some of them said that they needed more time to learn in order to show significant change and the other said

that what they got in the training class was not always be beneficial to their teaching in the class.

In the question about their confidence, if the training has fulfilled the institution's goal, about 20% of the participants felt unconfident. The reason for it mostly said because not all teachers showed the same change and enthusiasm about the program.

The last, when they were asked about their confidence whether the training has fulfilled their goal of teaching in the classroom, about 30% of them were unconfident. It was because according to their opinion: the handout was more likely suitable for adult use but it was not very beneficial to kindergarten classroom usage. It was also because of the inconsistency of English usage when they are at school.

4.4.2   Effectiveness of Language In-service Training Program

It was mentioned before that an effective workshop had 3 important points :

- Clear goal
- Involves new contents
- Interesting presentation

The next sections would describe the evaluation of goal, content and presentation.

4.4.2.1 Evaluation of Goal

The result of the posttests has shown us that the goals of the two terms training were achieved. The first term training has brought the participants to reach the level of

A2 – B1 according to CEFR, while in the next term all participants reached the level of B1 according to CEFR. The change of proficiency is expected to help the participants (who are the kindergarten teachers) to perform better teaching skills in the classroom too.
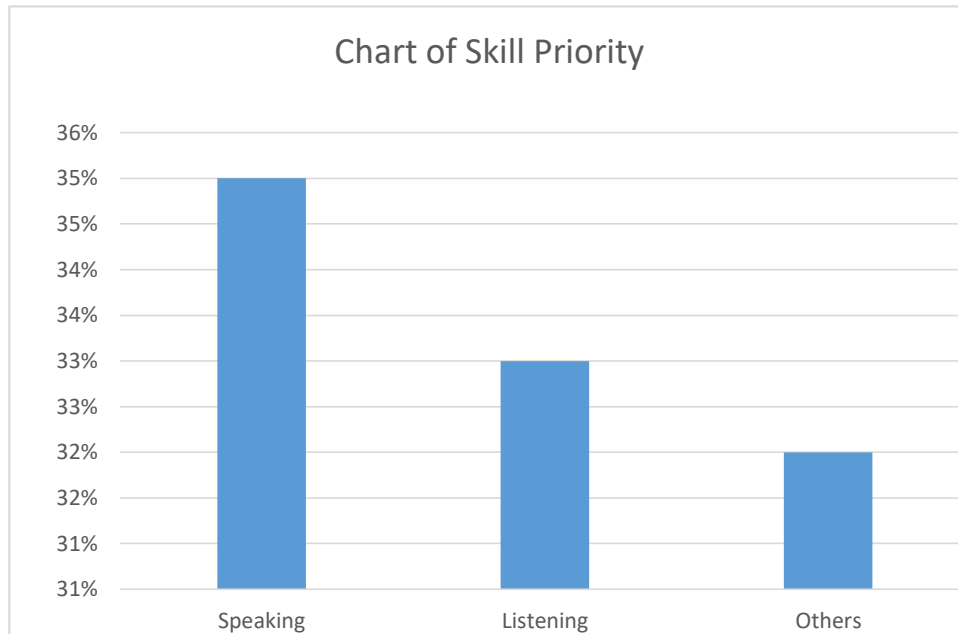
While according to the survey on the questionnaire, almost 90% of the participants knew that the goal of the training was to improve their English skills. This was the goal that had been made by the R&D Department for all the teachers in DCS. In fact, some of the participants were still unconfident if the program has fulfilled their own goal, the goal of the institution and the goal of teaching to their students.

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unconfident. It was because according to their opinion: the handout was more likely suitable for adult use but it was not very beneficial to kindergarten classroom usage. It was also because of the inconsistency of English usage when they are at school.

4.4.2.2 Evaluation of Content

The choice of the content had a strong connection with the goal of the training itself. The main goal of this training was to improve teachers' level of proficiency, then it was decided to use Interchange book by Cambridge.

The main reason for using Cambridge's Interchange Series Fourth was because the book fulfilled the need for DCS' kindergarten teachers and the goal from the board that the teacher must gain some level of proficiency. It was suggested that the handout should match the learners' present knowledge. The choice was considered correct because the book itself had a distinctive parameter which enabled the teacher to measure the learners' knowledge before deciding the level of course book usage.

The following is a table of principles to measure how effective the book for its users in Daniel Creative School Semarang.

Areas of Design	Handout Implementation
Environment	Cambridge's Interchange Series suits the environment of immersion school.
Needs analysis	It meets the need of teachers with various education background and various English proficiency.
Principle of teaching and learning	It becomes a good guidance of learning material for all English skills.
Goal	It is the right answer for the goal: which is to improve the level of teachers' English proficiency.
Content and sequencing	The content was about daily activities and communication. The book is proven to be effective in improving the participants' proficiency but less effective to help them use it in kindergarten class.
Format and presentation	The book presentation and format is interesting. The time format also suits for once a week in-service training.
Monitoring and Assessment	It includes the proficiency lists as monitoring progress.

Table 4.7 Table of Handout Implementation Quality Checklist

Based on the previous observation, the handout can be considered good for the recent goal of this INSET. The level of satisfaction was in the number of 78%. However, in the future, the book might be less effective as some learners proposed other needs like the book that cover the ability to teach in the class. As for now, the goal was to reach a level of proficiency, the book has been the best choice, but maybe not in the future. It is clear that the handout selection must give attention to the curriculum design, especially for the goal and the need of the learners.

4.4.2.3 Evaluation of Presentation

Through the observations, the result of questionnaires and interviews, the writer tried to evaluate and report the presence of the English INSET. The writer focused her evaluation on the teaching and learning process. This point is important due to the necessity of evaluation so the board, R&D department, and the tutor can manage the better program in the future. The following are the points of the teaching and learning process.

1. Amount of Learning

   The amount of learning point includes achievement and proficiency tests, learner self-report scales, analysis of course book content and interviewing learners.

   According to the interview with R&D leader and staff and training participants, the decision of doing the training once a week after school

was the best deal for the schools as the teachers had a lot of responsibilities they needed to do like lesson preparation, organization meeting, personal development and so on. To measure the participants' achievement, the R&D department had a mid-term test and posttest. The result of both tests was sufficient to show the progress of participants after the treatment (English INSET) as it can be seen from the statistical review in the previous section.

The result of the questionnaires also shows that the participants felt great about the amount of training as the level of satisfaction shows the number of 80%. They felt that once a week of training that lasted around 90 minutes after the students went home was sufficient for their need for language training. It is important that the participants should feel good about the amount of training. The participants' satisfaction with the amount of learning has a direct impact on the effectuation of the training. The satisfied participants will not think the training as a distraction so that they can enjoy every meeting. The progress they make also give a positive impact on the training continuation as the participants feel the urge of knowledge for their own advance.

Besides the other two matters, the amount of learning also fitted with the use of one book for every stage. This method made it possible for flexible teaching as the participants had enough time to gain certain proficiency. If the time was too tight, the participants with lower ability would find it hard to catch up with the skills.

There is a possibility that the school adds more time to the INSET. However, schools need to consider teachers' other responsibilities and needs. Language training is not the only super important knowledge for immersion teachers. The teachers need other knowledge and skill to make them competent, so the right portion of training is the key to school to enrich their teachers with skills and competencies.

2. Quality of Learning

The choice of using Cambridge's Interchange series by Daniel Creative School was because this series did not just provide sets of course which were needed by the teacher, but also because the series were based on set of proficiency according to The Common European Framework of Reference for Languages (CEFR) by the experts at Cambridge English. The tests, altogether, provided set of examination about participants' achievement and proficiency. The book itself provided the users with the information of certain level of proficiency so the users know how far they achieved after finishing one course book. The book also provide the complete series of language skills, that were : speaking, reading, listening and writing, make it a complete set of language knowledge for the users.

As for the English INSET for Daniel Creative School kindergarten teachers, it was mentioned before, that the participants reached the goal of either the first stage or the second stage. On the first stage, the participants reached the level of A2-B1 according to CEFR while on the second stage all the participant reached the level of B1 according to CEFR. These

achievements showed that the program was qualified and fit the need of kindergarten teacher proficiency.

The participants themselves gave the level of satisfaction of the learning process on the number of 87%. It showed that the participants were satisfy with the whole process of English INSET. Meanwhile, the tutor also reported that the participants gave the positive feedbacks about the training. Most of the participants enjoyed the training and were willing to carry on the next level. They thought that the training was important for the following reasons :

- It enhances their language skills;

- It reminds them to the important material they have learned before;

- It somewhat helps them when teaching the students;

- It gives them new knowledge especially for those who did not come from the language department background;

- It improve their language proficiency;

- It corrects the language mistake they used to do;

- It encourages them to reach the better level of English proficiency.

According to the writer's observation, the handout (Cambridge's Interchange Series) has provided the balanced coverage of language learning skill: which was sufficient for kindergarten teacher's English proficiency. The tutor also tried her best to provide the right method for all classes' coverage. She even gave special hours for the lower participants

to catch up with the average level of language proficiency. It was not surprising if the result was quite satisfying.

3. Quality of Teaching

The quality of teaching is closely related to the systematic lesson. The lesson has to be wisely arranged, designed upon the previous lesson, is taught from the easiest to the hardest, and is well planned before the class begins.

DCS' Kindergarten Teachers English In-Service Training in the last two school years was systematically built upon prior training experiences and needs analysis. The effort of improving teachers' English skills was started since the first year of the school considering the poor quality of teachers' English skills, but the result had never been satisfying. The following was the reasons of why the previous English training (before the INSET by R&D team) had never shown the convincing result:

- No specific goal of English In-Service training
- No pretest nor placement test – means no groundwork of where to start the lesson
- No specific strategy of teaching

Considering the inconsistent result of the English in-service training, the R&D Department planned the stronger curriculum design starting from the beginning of school year 2017-2018.

The teaching method was basically **direct method,** as it is explained more in the following table (as the result of observation and interview).

Principles	Implementation
Goal	Teachers' proficiency change
Class situation	Teacher centered but giving more time for learners to practice and explore the skill according to the material
Teaching Process	- Using target language - Activities based on the topic / handout provided
Nature of interaction	Either teacher / learners can initiate the interaction between teacher-learner or learner-learner
Language focus	Spoken and written
Language skills	Language proficiency : listening, speaking, reading, writing
Assessment and evaluation	- Spoken and written test - Interview
Treatment of errors	- Teacher gives correction to students - Learners' self-correction
Other	Complete teaching tools : handout, visual aids, proficiency rubics, lesson plans

Table 4.8 Teaching Method Checklist

The level of satisfaction for the quality of teaching was 73%. It means that the learners were quite satisfy with the teaching process. The result of posttest showed that the training had brought them to the level that they wanted it.

The result also shows that the low class got the best benefit from this teaching way. The middle and the high class just showed a slight difference on their achievement, It means that the teaching method was proven effective for the low class but less effective for the middle and high class. There must be alternative of teaching method that may encourage the best of all classes can be.

4. Quality of Course Book

The quality the course book of has been presented in the previous point about the evaluation of content.

5. Quality of Curriculum Design

The quality of curriculum design is defined by its goal, content, and presentation. Do the goal, content, and presentation meet the need of the training participants or not? The answer to their question is important to give a fair conclusion about the quality of the curriculum design.

In the matter of goal, the training has been successful in improving the teachers' level of proficiency. However, the recent level of proficiency was not enough in establishing good classroom teaching.

Here we find a problem in reaching the goal. The curriculum did not fully meet the need of its participants. There could be a problem with the content or presentation. At this point, the organizer must pay more attention to the content and presentation. It needs to include the pedagogical competency training so that the need for classroom teaching skills can be fulfilled.

6. Degree of Later Success of Graduates of the Course

The success of teachers' English proficiency change resulted in some positive impacts on the INSET participants. According to the questionnaire and interview, the participants mentioned some encouraging effect as follows:

- The INSET improved their target language skill
- The proficiency change gave a clear target of what they needed to pursue in the future
- The language skills change build up their self confidence in classroom teaching and when dealing with outsiders

Unfortunately, some participants still felt insecure, as the in-service training program did not include the pedagogical competence that they needed in the classroom. Some of the teachers felt the urge of classroom teaching training so that the INSET could bring more benefit to their teaching method. There are two possible solutions to this problem. First, the training must be continued to the point that all participants reach the

level of nativism proficiency. This solution is not impossible but it takes time and needs many sources. It takes learners' learning autonomy too to gain immediate success. Second, the training organizers could plan pedagogical competence training. They can plan alternative training options like inserting microteaching into the training or encouraging some word bank that is useful to classroom practice.

7. Teacher, learner or sponsor satisfaction

The questionnaire result showed us the level of satisfaction was in the number of 72%. We may say that this is the average point of satisfaction. Indeed, the participants felt satisfied with their change that encouraged better teaching skills. However, some of the participants still felt that proficiency change was not enough in increasing their teaching skills. Even some of them felt that the training became a burden due to their tight schedule and lost interest in joining the training. This must be a concern for the R&D Department as an important note for positive change in the future.

From the tutor's point of view, the program's result was quite satisfying too. Furthermore, she mentioned that the change could possibly happen as the need may change too in the future.

The schools were the ones who got more benefit from this program. Working with staff from the R&D department who put their focus on teachers' skill was clearly a great idea for schools' development. This INSET model was way cheaper than hiring a native-speaker or EFL

specialist to coach their teachers. This INSET model also helped the R&D Department to identify the problem of teaching as soon as possible. According to the interview, the schools positively gave support to the continuance of this INSET program.

4.4.3 Problem Found in The Training

The training has made significant changes on teachers' English proficiency. Yet, some problems were still found on its implementation. First, some of the teachers still felt the urgent need for a native speaker as the role model for English communication. The presence of a native speaker is hoped to bring the real atmosphere of communication to the class. The native speaker is also hoped to present the real culture of English to the school so that the teachers and students can learn English communication more accurately and in comfort. The school needs to put attention to this input too. As for now, the school finds it hard to hire the qualified ones, it can think another possible solution to find adult role models for teachers and students who can boost their target language communication confidence.

Other than that, some of the teachers thought that the material was more beneficial to adult-use than to kindergarten-class use. Here we can assume that for some of the points, the teachers need help on how to implement their English communication skills to practice. It means that there is a problem of teacher competence to think about or else the result of English in-service training will be useless. This gap is pedagogical competence. In fact, in this level of

communication, the teachers need the help of how to implement their skills in their teaching. The microteaching class can be a good solution to solve this problem. It will help the teacher put into practice what they get from the in-service training. While waiting for them to improve themselves onto the level of nativism. The microteaching will help them to answer the problem of communication with students in the class.

4.5   Discussion

From the result of the research, there are some points of discussion that can be inferred. First, the result of pretest and posttest show the progress after the training. It means that the training has made a change in teachers' scores. It is supported also by the participants' level of satisfaction where more than 70% of them are satisfied with the training and confident about their progress. However, there are still some of the people who make a better score of the test, but still, do not reach better progress of proficiency. There are a lot of aspects that may influence this problem like that needs a deeper investigation to solve this problem. But with the result of 70% satisfaction and the significant progress of the participants, it shows that in-service training is effective to help teachers improve their language skills. This result supports the research by Cubillo, Ramirez, and Gaubil (2015) in Costa Rica It also supports the idea by Pawlak (2011) that successful language is the key to teaching as 70% of the teachers felt the difference after the training.

Next, as the survey shows that some participants feel unconfident about the training effectiveness (as it was mentioned above). Although it is just a small

number of the group their inputs can be useful for the next training. These people the training may be less efficient if they put it into practice as the source teaches them a lot about adult communication. In fact, the teachers need more input on how to teach little children. Some of the feedbacks also say that they need native speakers as role models of daily communication in English. At some points, it is true that the use of only one source is not enough. However, the school tight schedule makes it hard to add more time for training. So the professional teacher needs to recognize that professional competence is not the only thing that must be developed to create a professional teacher. Together with the institutions, the teachers also need to develop their personal, pedagogical and social competencies. This way they can relate the knowledge they get from English in-service training into practice.

CHAPTER 5

CONCLUSION AND SUGGESTION

This section mentions the conclusion and suggestion for the in-service training program for DCS Kindergarten Teacher.

First, that there is a significant change in teachers score of tests which result in the increase to the expected proficiency level (A2-B1) at the first stage of English INSET. In the second stage of this training, all participants reached the goal of level B1 according to CEFR. It means that they have fulfilled the goal of the expected proficiency level for DCS' kindergarten teacher. The best change was made by the low group, which this group can make the change from level A1 to level B1 of CEFR. The curriculum design seemed to be less effective for the middle and high class as their achievement was not as great as the low class. This would be the next mission for the R&D Department to encourage these groups to get a better result in the next training program.

Second, the writer suggests that advance training is arranged based on the proficiency level. In order to fulfill the goal of teachers' proficiency level, the institutions can divide the groups of all teachers in the school according to their level of proficiency. Here the tutor can treat them according to their level for better results.

Third, although the training has proven to improve teachers' scores and proficiency, the teachers need more guidance in using their knowledge in practice. Some of them still find it hard to apply their knowledge in their daily meetings and

teaching with their kindergarten students. It means that the teacher and the institutions need to understand that they need to complete the four competencies of the professional teacher. As for the R&D Department, if it is possible to do, they can make another training or workshop about pedagogical competence by doing a micro-teaching workshop. This training will help the teacher to apply the knowledge of their English in-service training.

The last but not least, as the program showed positive changes, the writer encourages the institutions to keep doing this program. As the teachers' proficiency improves to the highest level of nativism, it will help them a lot in daily teaching. When the language barrier no longer becomes the problem, the teacher can put more attention to other teaching matters that are no less important for their students.

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