

## ENGLISH INSTRUCTIONS FOR PRIMARY SCHOOL ENGLISH TEACHERS

<sup>1</sup>Euis Yanah Mulyanah, <sup>2</sup>Ishak

Universitas Muhammadiyah Tangerang, Jl.Perintis Kemerdekaan I/33  
Cikokol, Tangerang, Indonesia  
e-mail: euis@umt.ac.id, ishak@umt.ac.id : euis@umt.ac.id

### Abstract

This research aims to motivate and improve Primary School Teacher in English skills. Based on Mulyanah's research 2018, there were 70% of English teachers were found by non-linear based on their previous study and based on TOEFL scores the teacher's lack of competence of English skill and they need interesting teaching media to improve their skill by using English instructions book to maintain the initial motivation, maintain the curiosity and interest of the teachers to develop a desire to learn languages, especially in English easily and quickly. In this research, the descriptive quantitative approach is selected by the researcher with a quasi-experimental design and non-equivalent design control group using pre-test and post-test, experimental and control group to find out the results after treatment given. The sample are 20 English teachers of Primary school in Tangerang, Indonesia. The research is divided into several of processes, pretest, 6 times for the treatments and the last posttest. The results of the research are 1) Increased teacher motivation in learning English, 2) Increased confidence using English both inside and outside the classroom. 3) 0.6% increased teacher competence in their English skills.

**Keywords:** English Instruction, Primary School, English Teachers

### INTRODUCTION

This research needs to be done based on reference data from the results of a Mulyanah study of the University of Muhammadiyah Tangerang in the PDP scheme Ristekdikti in Tangerang Regency 2019. From the research data found the problem was 97% in Tangerang Regency There is an English teacher who is not linear with the field of science so that there is difference incompetency in English mastery of elementary school students in the district, of course, this has resulted in a difference in English mastery over elementary school students in the district with the existing in the city of Tangerang (Ishak & Mulyanah, 2019). This difference can be seen from the increase in the average value of elementary school students in the district reached 49.00 while elementary school students in the city reached 66.67. The average value of English test scores between the two schools was 26% (Mulyanah & Ishak, 2018). Based on the results of the value, there was a difference in the level of English mastery of elementary school students in the Tangerang Regency was lower in value when compared to the urban areas. Based on these reasons, it is necessary for this research to improve student learning performance through increased English mastery (Warman et al., 2020) for elementary school teachers in Tangerang district by using the teaching media, and one of the media is English instruction book in improving and motivate English primary school teachers in Tangerang, Indonesia. This research using

a descriptive quantitative approach by quasi-experimental non-equivalent control group pre-test - post-test to find out the level of comparison score before and after treatment given.

To overcome the problem above, it is necessary to be devoted to the improvement of the English proficiency of elementary school teachers in Tangerang, Indonesia by using teaching media. One of the media is the English instructions book. English instruction one of the techniques on the Total Physical Response (TPR) method (Ishak & Mulyanah, 2019). The goal is to maintain an initial motivation and maintain a sense of curiosity and interest the teachers' thereby developing a desire to learn the language, especially in English easily and quickly because according to (Setyanigtyas, 2018). Learning is an activity designed by teachers in helping students to learn based on their skills systematically through planning, action, and evaluation "so, not only active students but in the teaching of the students must be in the action, with English instructions technique can stimulate students to do what is instructed by the teacher because elementary school students, in general, have a short concentration especially in remembering the vocabulary. To make them familiar in using vocabulary is by how the teacher introduces the vocabulary with an interesting technique. One of the techniques by using English instructions. The English instructions can also elevate students' interest in learning English because students will be motivated (binti Bachtiar, 2016) but the acquisition of vocabulary will succeed if through what method to use and how quickly students will understand English through that method, not just a method, the next teacher's role is indispensable to motivate the students in teaching the English address because the vocabulary is closely related to the memory or recall of students to make the students motivated then used the techniques (FENG Shan-shan, 2017). English instruction a technique that introduces vocabulary in improving student English mastery (Yulianjani, 2017) and student vocabulary acquisition through teachers in teaching means that students are easier to understand and correct in terms of pronunciation (Liu, 2016). According to (Sariyati, 2011), English instructions are easy to apply to students in the teaching learning process in requiring the students' movements in providing instruction in the class (Mulyanah et al., 2018). From the above four theories can be concluded that the English instructions are a technique in acquiring by the teacher during the learning process.

Based on the background above and theoretical analysis need to be formulated the problem of the research is to improve and motivate English primary teachers in Tangerang, Indonesia. So, it is necessary to have the training of English skill especially for instructions in the classroom by using interesting techniques.

## **RESEARCH METHODOLOGY**

This research uses a quantitative approach with the non-equivalent control group pre-test and post-test in the experiment and control group to find out a comparison score at the level of English skill before or after treatment given. The treatment procedures are using the English instruction book (Cihon et al., 2016). Teachers will be given 6 times the meeting in obtaining English instruction material in the form of learning media from a book in particular, there are various instructions in English and how to read them that have been equipped with the phonetic symbol. The samples are 20 teachers in Tangerang, Indonesia from 10 elementary schools in Tangerang, Indonesia. There are three techniques in collecting data including

observations, pre-test, and post-test. In observation aims to obtain authentic data. For the pre-test and post-test, the researcher gave a written test of 140 questions in the form of a TOEFL question. The question consists of 50 items to listening comprehension, 50 items for structure and written expression and 40 questions for reading comprehension. The problem in the form of multiple awards with a score of 1 for the correct and a score of 0 for the wrong. In calculating the TOEFL scores of each section will be converted according to the list table of TOEFL conversion values in general, to determine the value of the TOEFL value. After collecting data, researchers analysed, described and eventually concluded. The Data will be analysed using statistical analysis by calculating the average value of pre-test and post-test to find out if there are significant differences in both groups after obtaining the training.

### FINDINGS AND DISCUSSIONS

Based on the results of observation, there were 70% English teachers at primary school who are not graduated from English majors but the teacher from graduates of the tourism Academy and Islamic Religious Education students, it is mean that there were limited human resources for English teachers.

**Table 1. The Results Score of Pretest and Post-test of Experimental Group**

<b>Eksperimental Group</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std.Dev</b>
Pre-test	31	65	45.20	7.90
Post-test	30	80	48.60	13.15
<i>Gain</i>	9	15	3.45	
Percentage	30%	18.75%	7.10%	

The test score pre-test and post-test in the experiment group show that there was a significant increase that was obtained at pre-test which reached 45.20 and post-test with a value of 48.60 so that an increase in the percentage of these values was reached 7.10%.

**Tabel 2. The Results Score of Pretest and Post-test of Control Group**

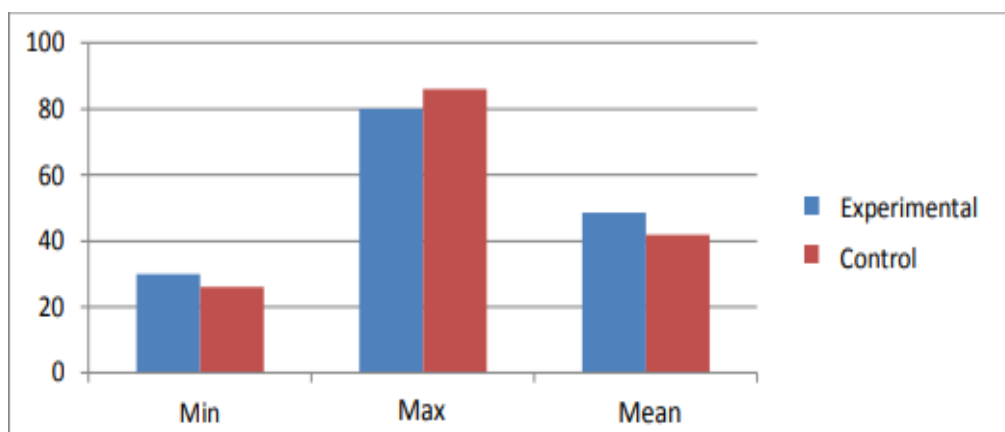
<b>Control Group</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std.Dev</b>
Pre-test	27	64	42.25	9.21
Post-test	26	86	41.95	14.42
<i>Gain</i>	1	22	0.30	
Percentage	3.85%	25.58%	0.76%	

Based on the result of English proficiency test in the form of TOEFL Test obtained 19 teachers at elementary and 1 teacher who reached a low intermediate level, where the elementary level is at 310 value up to 420 and low intermediate level is in value 420 to 480. Obtained the average value of the pre-test and post-test in the control class is 0.76% of the increase is seen from the pre-test data where 20 teachers as samples in the control class are at the elementary level with scores between 310 repeats with 420. While data post-test was obtained 18 teachers at the elementary level with the score, 1 teacher was at a low intermediate level between the score of 420 to 480 and 1 teacher found at the high intermediate level between the score of 480 to 520. Next is to compare the two post-test scores in both the experimental group and control group as follows:

**Table 3. The Results of Post-test Scores of Experimental and Control Group**

<b>GROUPS</b>	<b>PASCATES</b>			
	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std.Dev</b>
Experimental	30	80	48.6	13.15
Control	26	86	41.95	14.42
<i>Gain</i>	4	6	6.65	
Percentage	15.38%	6.98%	0.16%	

From table 3, there is a difference in scores that is not too significant between the experimental group and the control group from the results of the post-test scores, where the experimental group obtained an average score of 48.6 and a control class of 41.95. This was obtained from the score of acquisition results of the presentation which increased by 0.16% after receiving treatment. It can be illustrated in the charts below:



**Chart 1. Post-test Gain Score for Experimental and Control Group**

The differences between the groups that were not given the left-hand training to the right side of the training, pre-test at the value of the minimal class group score given higher training, but at the largest value of the largest coaching group are experiencing a hike in post-test after obtaining treatment.

## CONCLUSION

From the observation, tests and six-time treatments can be concluded that there are differences in both groups in both the experiment and control groups. It can be seen from the difference of the average score where teachers in the experiment group get the highest value treatment so that it can be concluded that the training using the English instructions book increases the motivation and ability of elementary school teachers in Tangerang Indonesia. Because data was obtained post-test there are 13 teachers at the elementary level, 4 teachers at the low intermediate level, and 3 teachers are at the highest level of advance. While in the class of control 18 teachers are on the elementary level, 1 teacher in the low intermediate level and 1 teacher are on the advance level. It shows the difference between the two classes and the presentation level of 6.65 or 0.16%. Then it can be seen that the English instructions book as a learning medium can improve the English language skills in elementary school teachers in Tangerang, Indonesia.

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