

**ENGLISH INSTRUCTIONS MEDIA BOOK IN IMPROVING ENGLISH
OF ELEMENTARY SCHOOL TEACHERS IN TANGERANG**

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Article Info	Abstract
<p>History: Submitted September 2th, 2019</p> <p>Revised September 3th, 2020</p> <p>Accepted September 10th, 2020</p>	<p>This research was conducted to improve the teachers' English mastery, especially in elementary school teachers in Tangerang, Indonesia. The method of this research was a quantitative approach with a quasi-experimental design by using nonequivalent control group design (pretest-posttest), to compare the English skill levels before and after treatment through the English Instructions book. The researcher took samples of 40 teachers from several Elementary School teachers in Tangerang. The result of the research found that the average post-test score of the experimental group was 88.06 and the average post-test score of the control group was 79.40, which means that there was an increased score of 8.65 or 11%. The hypothesis of the research stated that H₀ was rejected and H_a was accepted, it means that there were significant changes in improving the teachers' English skill of Elementary School using the English instructions book.</p> <p>Keywords: English Instructions Book, Elementary School</p>

A. Introduction

This research was conducted from the results of research by Ishak and Mulyanah from the Muhammadiyah University of Tangerang, in the previous PDP research (Ishak & Mulyanah, 2019). The output is a book with a title of *English Instructions for Primary School Teachers*, ISBN : 978-602-53320-4-3 of 2019 (Ishak & Mulyanah. E. Y, 2019). The purpose of publishing this book is to facilitate elementary level English teachers in mastering English in daily learning activities in class. Moreover, the observations found that 80% of elementary school teachers in Tangerang had difficulty in learning English because they had not found the learning media to facilitate and motivate them in learning English, especially for daily conversations when delivering English material (Suparni & Hendracipta, 2019). Furthermore, the limited human resources in terms of teaching staff are also as its factor (Kuwat & Ghozali 2018), so in the end it will lead to differences improvement in English mastery for elementary school students in Tangerang (Fatmawati & Fajrikah, 2019) because

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language is a form of communication in the school environment by paying attention to children's development or comprehension (Rahmawati & Rusdiyani, 2019) so the teachers can develop the teaching potential to produce competent students as well (Madisa & Suariah, 2019).

On the basis of these problems, this research was conducted in order to improve the elementary school teachers' competence through improving the English mastery for elementary school teachers in Tangerang through book media (Ishak & Mulyanah, 2019a).

The researchers chose a descriptive-quantitative approach using quasi-experimental designs with a nonequivalent control group design which used pre-test and post-test, both in the experimental group and the control group to obtain a comparative score of ability levels before and after getting treatment.

To overcome the above problems, further research is needed about improving the English skills of Elementary School teachers in Tangerang. One of the media that will be used is the English Instructions Mulyanah & Ishak

Book. The English Instruction Book is a book from the PDP research results of Ishak and Mulyanah from Muhammadiyah University in the 2019 MENRISTEKDIKTI research grant. The book is entitled English Instructions for Elementary School Teachers which contains a collection of instructions in English of various room situations for example in canteens, libraries, classrooms, during the learning process and so on. This book is equipped with phonetic symbols to easier teachers to pronounce English, so later they will get used to the instructions contained in the book to motivating purposes, increasing the teacher's curiosity so it able to develop the desire to learn English, especially easily and quickly English learning without fear of mispronunciation. Because according to (Yuliyanto et al., 2020) "Learning is an activity in the classroom and school that forms a character designed by the teacher to help students learn according to their abilities systematically through planning, action and evaluation" So, not only activate students but in learning these students should be action also in it (Tehrani & Razali, 2018), so the role of teachers in learning became effective, efficient and fun (Sulfemi & Kamalia, 2020). Through this media book can stimulate students to do what the teacher instructs because elementary school students generally have short concentrations, especially in memorizing vocabulary (Syafrizal & Haerudin, 2018) so to make them like the vocabulary is how the teacher introduces the vocabulary with an interesting method (Mulyanah, Ishak & Firdaus, 2018). Learning through this book can also increase the teacher's interest in learning English because the teacher will be motivated, but the vocabulary acquisition will be successful if through what media will be used and how quickly the teacher will understand English through that media (FENG, 2017) not only the media, furthermore the role of teachers is needed to motivate students in learning English (Astuty & Fathurrahman, 2018) because vocabulary is closely related to the students' memory that based on observations of the methods used by babies to acquire their mother tongue, which generally takes place in the form of a conversation where children respond physically to instructions from parents or other people around them

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(Rahman, 2019). For example, when a father says: "Look at dad" or "Give me the ball" the child will do it. Conversations like this last for several months before the child gives a verbal response (Dirgantara et al., 2019). Even though during the conversation the child does not respond verbally, he is actually trying to master the language elements that he hears. After adequate mastery, children will give verbal response spontaneously (Rissanen et al., 2019).

As revealed through the explanation above, the instructional book media is a language teaching media designed to enable students to acquire new expressions (Puspitarini & Hanif, 2019), especially verbs and other words that accompany it, through the activity of hearing and acting out these words. In learning, students do not need to speak (Idawati et al., 2020). Their main task is to conduct the commands spoken by the teacher (acting as parents) over and over again until smooth. Providing orders, models, support, and a close relationship from the teacher psychologically will make students learn without pressure (Rachman et al., 2019). unnecessary to give a verbal response will also reduce the anxiety

that individuals often experience when they are about to say new words. These characteristics make English instructions applicable at all levels of language learning. However, this method will provide optimal benefits when used by novice students (Sariyati, 2017).

In its implementation, the teacher begins the lesson by saying a command in the form of words (such as: "Jump!" Or "Read!") Or a phrase (such as: 'look at the board') and performing the action according to the command. After that, the teacher said the command again and all the students performed it. After repeating the same activity several times, the teacher can assign students to say the command and do it at the same time. After each student feels confident in his or her mastery of words or phrase, the teacher can assign students to switch roles to give and perform the command.

The teacher will be given 6 meetings to get the English instruction book material as a learning medium. The book given contains various instructions in English and how to read them through the phonetic symbol. It is intended that the teachers' vocabulary acquisition in implementing teaching to students is

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more easily and correctly in terms of pronunciation (Heriawan & Pribadi, 2018). The teacher should also master the language elements in learning (Nurhayatin et al., 2018). By choosing the appropriate strategies and learning media that are in accordance with the students' abilities conditions in the classroom (Setyanigtyas & Prihatiningsih, 2018). In addition, teachers can also develop their own teaching procedures adapted to the needs of their students. The thing that must be remembered is that the words to be taught must be acted out so its meaning can be understood by students, and learning is conducted by following the eight stages as follow (Gordon, NA).

- 1) Students watch the demonstration of the keywords and hear the command to use the words,
- 2) Students listening again to the teacher saying and demonstrating (acting out) the words being learned.
- 3) The teacher said again the command for the use of words and demonstrates and students follow the teacher's model.
- 4) The teacher returns to uttering command without

- demonstration, and the students perform the commands given.
- 5) The teacher returns to said again the command without doing demonstrations, and individually the students perform it.
- 6) The teacher demonstrates a variety of plays and followed by all students.
- 7) The teacher returns to utter various command without demonstrations, and the students perform the commands given together.
- 8) If the students are already proficient in performing and pronouncing commands, students take turns giving orders to each other and perform/acting out.

Based on the above background, it is necessary to formulate a research problem that English mastery for elementary school teachers in Tangerang needs a learning guidance on the recognition of English vocabulary using attractive media in order to increase their interest and achievement by providing training to these teachers to obtain the output that in accordance with the government wants/expect.

B. Research Methodology

In this research, the researchers used a quantitative approach with quasi-experimental designs because they used the way to compare the groups. The type of quasi-experimental design chosen is the non-equivalent control group design by including the pre-test and post-test on the control and experimental group in determining the comparison of the ability level scores before and after receiving treatment. The experimental group was the teachers of SDN Buaran Bambu 1, Tangerang Regency and the control group as the comparison was the teachers of SDN Periuk 4 Tangerang City. The sample taken was 20 teachers in Tangerang from the two schools. There are three techniques in data collection including observation, pre-test, and post-test. In observation, the researchers go directly to the field to obtain authentic data and for the pre-test and post-test, the researchers giving a written test in the form of 90 questions

of TOEFL questions. The question consists of 50 items for reading comprehension, 40 items for structures, and written expressions. Questions are given in the form of google form because of this research implementation during the Covid-19 pandemic. Multiple choice questions with 1 points as a true score and 0 points as the false score.

The treatment was given 6 times namely, the learning using media book, the researchers using online learning through the zoom meetings platform in both groups, experimental and control group. After collecting data, then the researchers analyze, describe, and finally concludes. The data will be analyzed using statistical analysis by calculating the average score of the pre-test and post-test to determine the results of the research, whether there any significant differences in the two groups, both experimental and control group.

C. Research Result and Discussion

1. Observation

At the time of observation, the researchers found several things,

including those related to the school profile, the teachers and students' profile who were in the two schools. The

problem found is there are no English learning media that can motivate and increase the interest of teachers' talents so the habituation is needed by using English in daily learning in the classroom. Teachers at SDN Periuk 4, Tangerang city as the control group and

SDN Buaran Bambu 1, Tangerang Regency as the experimental group.

2. Tests

a. Pre-test and Post-test Result of Experimental Group

Table 1. The Pre-test and Post-test Scores Results of the Experimental Group

EXPERIMENTAL	Min	Max	Mean	Std.Dev
Pre-test	40	89	75,90	13,93
Post-test	71	100	88,05	7,71
<i>Gain</i>	31	11	12,15	
Percentage	44%	11%	14%	

Based on table 1, there is a significant improvement that can be seen from the mean score obtained in the pre-test which reached 75.90 and after the post-test with a score of 88.05 so the improvement percentage of these two scores reached 14%, this is based on the acquisition of English language

ability test results in the form of online tests of reading comprehension and structures (written expression) via google form.

b. Pre-test and Post-test Result of Control Group

Table 2. The Pre-test and Post-test Scores Results of the Control Group

Control	Min	Max	Mean	Std.Dev
Pre-test	48	84	72,20	12,02
Post-test	63	88	79,40	6,89
<i>Gain</i>	15	4	7,20	
Percentage	24%	5%	9%	

In table 2, the mean score of the control group is obtaining the pre-test score of 72.20 and 79.40 as the post-test

and there is 9% in that group. Next is to compare the two post-test scores in both

groups the experimental group and the control group as follows:

Table 3. The Results of Post-Test Scores for The Experimental Group And Control Group

Group	POST-TEST			
	Min	Max	Mean	Std.Dev
Experimental	71	100	88,05	7,71
Control	63	88	79,40	6,89
<i>Gain</i>	8	12	8,65	
Percentage	13%	14%	11%	

From table 3, there is a difference score that is not too significant between the experimental group and the control group from the results of the post-test score, where the experimental group obtained a mean score of 88.05 and the

control group is 79.40. This was obtained from the results of the presentation acquisition score which increased by 11% after receiving treatment. This can be illustrated in the bar chart below:

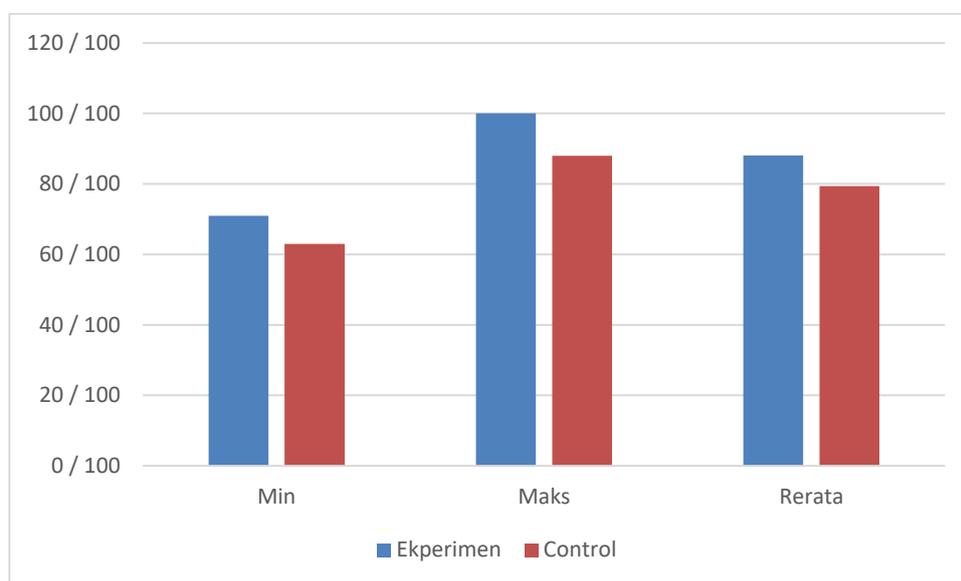


Figure 1. Bar Chart Post-test Score Comparison of the Experiment and Control Group

From the Figure 1 above, it can be seen that between the experimental group and the control group there is an

improvement that is not too significant, where the post-test score in the experimental group is higher than the

post-test score of the control group, so it shows that the treatment in the experimental group was successfully conducted.

D. Conclusion

From the results of observations and tests, it can be concluded that there are differences improvement in the two groups, both experimental and control, but the score in the experimental group is higher than the score of the control group. This can be seen from the difference in the average score, including the experimental group whose get the highest score after receiving treatment so it can be concluded that the treatment using the English Instructions for Elementary Teachers' book media can improve the English language skills of elementary school teachers in Tangerang, Indonesia. Because of the post-test data obtained, there are 11 teachers at the elementary level, 4 teachers at the low intermediate level, and 5 teachers at the highest level, namely advanced. Whereas in the control group there are 16 teachers at the elementary level, 3 teachers are at the low intermediate level and 1 teacher is at the advanced level. This shows a difference between the two groups with a presentation rate of 11%. So it can be seen that the English Instructions for Elementary Teachers' book media can improve the English skills of elementary school teachers in Tangerang, Indonesia.

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