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**IMPROVING THE ENGLISH SKILL OF PRIMARY TEACHERS
THROUGH THE TOTAL PHYSICAL RESPONSE (TPR) METHOD**

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Abstract. This research aims to motivate and improve the English skill of Primary teachers in Tangerang, Indonesia. Quantitative is one approach that has chosen by the researcher with the quasi-experimental type and chooses the design of the nonequivalent control group. The researcher using experimental classes as trials and control classes as a comparison in applying the learning methods to determine comparative values between before and after given treatment by applying the Total Physical Response (TPR) method. The sample of this research was 40 teachers from two Primary Schools in Tangerang. The findings obtained a mean post-test value from the experimental class was 48.6. While the mean value after the test of the control class was 41.95, so there was the value of an increase of 6.65 or 0.16%. The hypothesis of the research stated that H_0 is rejected and H_a is accepted, it means that there were very significant changes in increasing the mastery of English skills of Primary teachers by applying the TPR method.

Keywords: english skills, primary school teachers, TPR

A. Introduction

This research needs to be conducted based on data reference from Mulyanah's research results from Muhammadiyah University of Tangerang on PDP testing in Tangerang District 2018. From the research data, found that 97% of English teachers in the Tangerang District are not linear with their scientific fields, so there is a difference in the competence of mastering English in elementary students in the district, of course, this creates differences in the increasing mastery of English as well as for elementary school students in the District with those in the Tangerang City. This differences can be seen from the increase in the average score of elementary school students in the district reaching 49.00 while elementary school students in the city reached 66.67. The differences in the average English test score between the two schools is 26%. Based on the results of these scores, it can be seen that there is a difference in the English mastery at elementary school students in Tangerang district, which has a lower score compared to those in the city. Based on these reasons, further

research is needed in improving students' learning achievement through increasing English mastery for Elementary School Teachers in Tangerang District using the TPR method. In this study, the descriptive quantitative approach is selected by the researchers with a quasi-experimental design and non-equivalent design control group using pre-test and post-test in the experimental group and the control group with the purpose of finding the level of comparison scores before and after getting treatment.

To overcome the problems above, it is very necessary for further research on improving the English skill of elementary school teachers in the Tangerang District area by the TPR method. TPR is an introduction to the teaching approach known as total physical response. TThe goal is to maintain the initial motivation and maintain the curiosity and interest of the teachers to develop a desire to learn languages, especially in English easily and quickly, because according to Sagala (Suparni & Hendracipta, 2018) "Learning is an activity designed by the teacher in helping students to learn

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according to their abilities systematically through planning, action, and evaluation” so, not only the active students but in teaching, the students must have the action in it, because elementary school students generally have a short concentration especially in remembering vocabularies, so to make them like vocabulary is how the teacher introduces the vocabulary with an interesting method (Mulyanah, Ishak & Firdaus, 2018). TPR can also increase students' interest in learning English because students will be motivated (Shan, 2017) however, the acquisition of vocabulary will be successful if it is through what method will be used and how quickly students will understand English through the method (Traci, Joseph & Bedient, 2016) not only the method, the role of the teacher is very necessary to motivate students to learn the English (Mulyanah & Ishak, 2019) because vocabulary is closely related to students' memory (Liu, 2016) to make students motivated, the TPR method is used.

English-language training procedures through TPR. The teachers
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will be given 6 meetings in obtaining English instruction vocabulary and TPR method. Moreover, they will be given a book with specifically various instructions in English and how to read it that has been equipped with phonetic symbols. It is intended that the acquisition of teacher's vocabulary in implementing teaching to students can be more easily and correctly in pronunciation. According to Sariyati (2017), the TPR method is easy to apply to students because this method requires student movements to provide instructions in class so students can be more enthusiastic in learning.

Based on the background above, it is necessary to formulate a research problem that the mastery of English for elementary students in the village is lower if compared to elementary students in the city, so there is a need for vocabulary recognition training and instructions in Bahasa to English teachers using the interesting methods in order to increase student interest and achievement, so that they are not left behind by the elementary school students in the city in order to get outputs that are in accordance with the government. This research aims to
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improve English language skills in the Tangerang area, especially in the Regency area.

B. Research Methodology

This research uses a quantitative approach (quasi-experimental designs) because it uses a way to compare groups. The type of design used is nonequivalent control group design using pre-test and post-test in both control and experimental groups to find a comparison score at the mastery level before or after receiving treatment. The experimental group is the teachers at Buaran Bambu 1 Elementary School in Tangerang Regency and the control group as a comparison is the teachers of SDN Periuk 4 in Tangerang City. The samples taken were 40 teachers in Tangerang from both schools. There are three techniques in this research data collection including observation, pre-test and post-test. The observation aims to obtain authentic data. In the pre-test and post-test, the researcher gave a written test of 140 questions in the form of TOEFL questions. The questions consist of 50 questions for listening comprehension, 50 questions for structure and written expression, and 40 questions for reading comprehension. This type of questions is the multiple choices with a score of 1 for the right and a score of 0 for the wrong. In calculating the Toefl score, the score from each section will be converted according to the table of TOEFL conversion values in general, to find out the final score, which is the TOEFL score. After collecting the data, researchers analyze, describe and finally conclude. The data will be analyzed using statistical analysis by calculating the average score of the pre-test and post-test to find out whether there are significant differences in the experimental and control groups.

C. Research Result and Discussion

1. Observation

Based on the observation results, the researchers found several things that related to school profiles, teachers profiles and students in the 2 schools, both in the SDN Periuk 4 Tangerang city as the control group or the Buaran Bambu 1 Primary School, Tangerang Regency as an experimental group. According to the data, it was found that the English teachers at SDN Buaran Bambu 1 were not a graduate of an English education study program but the teacher graduated from the tourism academy (D3) and students from

Islamic education, this was explained by the principal of SDN Buaran Bambu 1 that a limited human resources as teaching staff or teachers, there is rarely anyone willing to teach at the SDN, apart from the aspect of honorarium that is not yet appropriate, it is caused by a place that has a far distance from the city center and low awareness about education of the local community.

2. Test

a. The results of pretest and post-test of Experimental Group

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

Eksperimental Group	Min	Max	Mean	Std.Dev
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%	

Based on table 1, it can be seen that there is a significant increase that is obtained in the pre-test which reached 45.20 and post-test with a value of 48.60 so that the increasing

percentage of both values is 7.10%. This is based on the acquisition of English language proficiency test results of TOEFL Test, obtained 19 teachers found at the elementary level

and 1 teacher who reached the low intermediate level, where the elementary level is at a score of 310 to 420 and the low intermediate level is at a score of 420 to 480.

b. The results of pretest and post-test of Control Group

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

Control Group	Min	Max	Mean	Std.Dev
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%	

In table 2, the mean score of pre-test and post-test in the control group is 0.76% this improvement can be seen from the pre-test data with 20 teachers as a sample in this control group are at the elementary level with scores between 310 to 420. While the post-test data obtained that 18 teachers who were at the elementary level with a

score of 310 to 420, 1 teacher were at a low intermediate level between the scores of 420 to 480 and 1 teacher is at the high intermediate level with the scores between 480 and 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

GROUPS	PASCATES			
	Min	Max	Mean	Std.Dev
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:

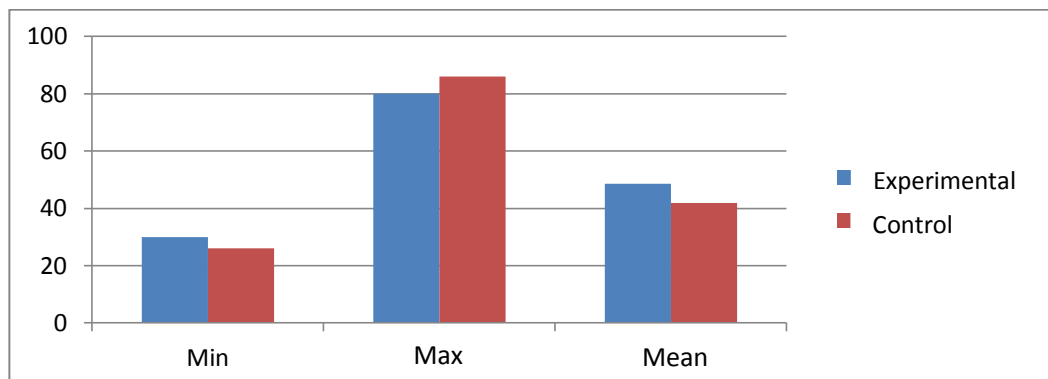


Chart 1. Post-test Gain Score for Experimental and Control Group

From Chart 1, it can be seen that the difference between the experimental group and the control group in the post-test, the minimum score of the experimental group is higher, but at the maximum score, the control group is the highest and the experimental group increases at post-test after receiving treatment.

D. Conclusion

From the observations and test results, it can be concluded that there are differences improvement in the two groups both experimental and control. This can be seen from the difference in mean scores where the experimental group gets the highest score after receiving treatment, so it can be concluded that the provision of treatment using TPR can improve the ability of elementary school teachers in Tangerang Indonesia. Because the post-test data showed that there are 13 teachers at the elementary level, 4 teachers at the low intermediate level, and 3 teachers at the advanced level

(highest level). While in the control group, there are 18 teachers at the elementary level, 1 teacher at the low intermediate level and 1 teacher at the advanced level. This shows the differences between the two groups with a presentation rate of 6.65 or 0.16%. Then it can be seen that the TPR method can improve English language skills in elementary school teachers at Tangerang City, Indonesia.

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