

CHAPTER 1

INTRODUCTION

A. Background

The most important language being used among countries, institutions and individuals all over the world in this era globalization is English. Therefore, English has come to be considered globally as the international language. John E. Joseph (2001) cites that some have asserted that it is far from inevitable that the spread of English will continue. However unstoppable it may appear at present, and educational systems need to prepare for this eventuality.

English is a language as a means of communication requires a habit of practice. Therefore, speaking is one of the skills that becomes a priority for all people especially learners of English to learn. Students express their thoughts in speaking but the fact shows that they sometimes find themselves bereft and absolutely it gives bad impact to the English learning process. For this reason, the writer wants to emphasize on improving the Speaking participation in the English learning process.

According to English teacher and based on observation in SMP Aisyiah Sungguminasa researcher consider a phenomenon among the students of SMP Aisyiah Sungguminasa especially at class II That is to say, almost every one of them wishes to speak, but they find themselves difficult and even bereft to express it. It is because they do not have enough interested

about English that actually can lead them to speak. This, of course, results in lacking confidence to speak in which they are afraid of making mistakes in speaking. In this case, the writer focuses his attention on the speaking participation as one of the skill of language. The students are usually very eager to produce the language but they sometimes find it difficult. Chastain (1976: 334) states that learning to speak is obviously more difficult than learning to understand the speaking language.

Besides the problems above the model that the English teacher applies in teaching English is conventional or not effective. The students are provided a piece of paper which contain of a dialogue then they memorize and practice it in front of the class. This way makes students monotonous because they are demanded to focus on the text. Considering to the reasons above, then the writer focuses his attention on the speaking participation as one of the skills of language.

The use power teaching approach in increase students' speaking participation is to lead the students from interested to speak. Examining the interesting of speaking participation through power teaching approach is rather difficult and challenging, that is why the writer is interested in observing it with the given title "***The Implementation of Power Teaching Approach in Increasing Students speaking skill.***"

B. Problem Statement

Related to the background above, the writer formulates research questions as follows:

1. the use of power teaching approach increase the students' pronunciation in speaking skill at the eight grade students' of SMP Aisyiah Sungguminasa.
2. the use of power teaching approach increase the students' vocabulary in speaking skill at the eight grade students' of SMP Aisyiah Sungguminasa.

C. Objective of the Research

Relating to the problem statement above, the objective of research is find out whether or not the implementation of power teaching approach increasing students speaking skill at SMP Aisyiah Sungguminasa.

D. Scope of the research

This research is focus to increase the students' speaking skill through power teaching approach and the improvement of the students' speaking skill focused on the students' accuracy that covers (Pronunciation and vocabulary) at the eighth grade students' of SMP AisyiahSungguminasa".

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Some study have been conducted in the area of English Language teaching (ELT) particularly in classroom Language Teaching (CTL) the teacher come up with several findings as follows :

1. Rohaniyah (2008) in her thesis entitled "*The Effect of Communicative Approach toward Students Speaking Ability for Beginning Level of the First Year Students of MTs. NW Korleko in the School Year 2007/2008*" states that the speaking ability of both groups of the average and low category is and however, the speaking ability of the students who belong to experimental group was included in the average.
2. Erita Budi Pratiwi (2012) in her thesis entitled "*Improving The Speaking Skill of The Tenth Grade Students at SMA Berbudi Yogyakarta by Using Videos In The Academic Year of 2011/2012*" states that the use of videos combined with the communicative speaking activities was proved to be effective to improve the students' speaking skill. They were fluency, vocabulary, pronunciation and students' confidence.
3. Sari Irianti (2011) in her thesis entitled "*Using Role-play in Improving Students' Speaking Ability*" states that role-playing activity can improve students' speaking ability showed by the score they get.

4. Macias (2010) in his research “The Power Teaching Through Whole Brain Technique” she found that she has seen it effectively to the use of Power teaching approach at all grade levels. "If a teacher is using it effectively, you follow the normal pattern of learning, beginning with some memorization and repetition to understand basic skills and then later on apply more high-level thinking. Whole brain method is effective, because it breaks down lessons into smaller pieces. She said the method works extremely well for "kinesthetic learners" who learn best by moving their body and experiencing something physically.

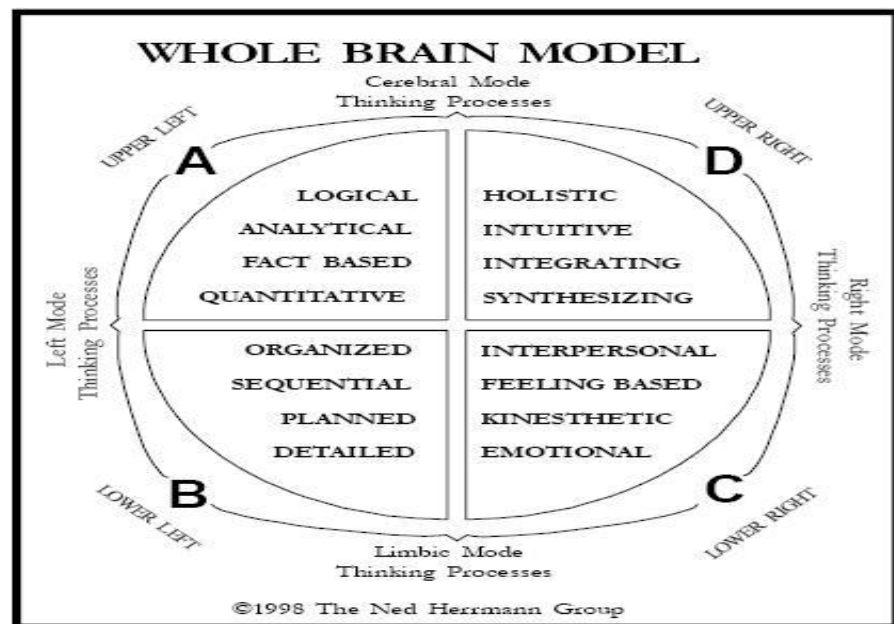
B. Similarities And Differences

According to (Biffle, 2002:6) the power teaching method is a teaching approach that involves the whole class while using gestures and sounds to stimulate a learner to think and learn. It uses certain principles, games and classroom management tools. This program is suitable to be used in any learning environment. It is employed in a learning environment to provide support to teachers in classroom management strategies and for the facilitation of learning and success. The main objective is to improve learner motivation, engagement and learning by ways of effective teacher-learner and learner-learner communication. Within a peer mentoring context teachers share the problems, ideas and triumphs they experience in their teaching practices with colleagues. The techniques involve a highly structured gesturing and repetition of catch phrases that are supposed to

capture and maintain student interest and attention by making the rules more fun to follow than to ignore. Whole brain teaching is a new "radical" idea to some, however it is nothing more than tried and true teaching practices, combined into a new approach. Whole brain teaching combines direct instruction, sharing and immediate feedback to become a new style of teaching. Whole brain teaching surmounts to seven steps that a teacher incorporates into their everyday classroom.

Whole Brain technology is a concept that is easy to use, valid and reliable, supplying a quantified measurement of individual learner's thinking style preference. A group consisting of eighteen or more learners will represent a diverse spectrum of thinking style preferences thus, representing a composite whole brain concept. This model based on the whole brain concept. This model assists facilitators of learning in accommodating and developing diverse thinking styles and in making learning more meaningful for all learners. It describes the conditions under which learners with strong preferences in the four different quadrants learn best.

Figure 1 Brain Division by Herman's Taxonomy (Herrmann, 2000)



(Herman,2002 : 6)

1. The upper left quarter (QA) represents external learning, which is logical, rational, realistic, analytical, critical, deductive, quantitative, and verbal. Learners within this category traditionally learn best through lectures, textbooks, and teachers who serve as knowledge dispensers and answerers of questions.
2. The lower left quarter (QB) refers to procedural learning. Procedural learners are characterized as being sequential, structured, organized, regulated, individualized, and needing verification. Their preferred learning style is the procedural, step-by-step approach, in which practice, repetition, hands-on activities, abstract cognition, and commonsense are most emphasized.
3. The lower right quarter (QC) describes interactive learning, in which interrelations and kinesthetic work are emphasized. Interactive learners are

sensory, cooperative, emotional, intuitive and explorative. Their ideal learning environment is created by experience, feedback, listening, physical experimentation, and shared thinking.

4. The upper right quarter (QD), which represents internal learning, incorporates much of what is required for comprehensive, creative, imaginative, conceptual, and inductive ways of learning. The ideal learning context for an internal learner is characterized by insightfulness, idea construction, and concept understanding that occur instantly, totally, comprehensively and intuitively.

There are four secrets of this method:

1. Makes rules fun to follow, students will be more likely to follow your rules.
2. Highly energetic students with short attention spans respond remarkably well ... to short lessons peppered with learning opportunities to be highly energetic.
3. Rebel students become significantly less rebellious when the teacher is eagerly supported by the rebel's former allies.
4. If classroom instruction entertainingly engages the whole brain, students don't have any mental area left over to create challenging behavior!

The writer can conclude that the use of Power teaching approach is one way to improve the students speaking skill because this technique

focus on gestures and sounds to stimulate a students to think and learn especially for speaking.

a. The Procedure Of Power Teaching Approach

According to Franklin (2007:20) the procedure, as reported, begins with the teacher creating micro-lectures involving memory retention strategies. After a short amount of information is taught the teacher says “teach” and the students respond with “okay” followed by the students teaching the micro-lecture to their peers. The process alternates as the teacher/ facilitator presents small chunks of information in whole/part/whole segments until the entire concept is covered. Students are engaged and rewarded with the 10 fingered ‘woo’ or many other recognition strategies. Whole brain teaching surmounts to seven steps that a teacher incorporates into their everyday classroom.

Step 1: Class-Yes

The writer said “class” to get the students attention and the students will answer yes.

Step 2: Classroom Rules

Before beginning the actual "informative" part of each lesson, the writer goes over the five classroom rules with the entire class. This is to ensure that everyone understands the rules, but it will also help the teacher in

the end, if a student is not following rules. The rules and gestures are as follow:

- Follow directions quickly! The students must do what the writer does.
- The student must raise their hand to get permission to speak
- The student must raise their hand to get permission to leave their seat.
- Make smart choices! (tap one finger to your temple as you say each word).
- Keep your dear teacher happy! (hold up each thumb and index finger out like an "L" framing your face; bob your head back and forth with each word and smile really big!)

Step 3: Teach-OK

This is the informative part of the lesson. Before beginning the writer must divide the class into two groups, 1's and 2's the teacher in each pair will rotate each time. The writer explains about the lesson, when the writer finishes and says "teach" the students will respond and say "ok". And the students start to teach each other. During the students teach each other observes the students' comprehension.

Step 4: Scoreboard Game

The writer makes scoreboard with 3 lines the first line is the students name, second is emoticon smile and the third is sad emoticon. The students while active during the lesson get smile and the student that not active or not follow the rules during the lesson get sad emoticon.

Step 5: Hands and Eyes

This step is used at any point during the lesson when the writer want students to pay "extra attention" to what the writer are saying/doing. To begin this process the writer says, "Hands and Eyes!,"

Step 6: Mirror

Similar to "Hands and Eyes," mirror allows the writer to gain control of the classroom as well as have students mimic the motions and speech of the students must followed what the writer done/saying, after that the writer said "teach and the students responded with "okay" and continue the lesson.

Step 7: Switch!

This step is to be used with the "Teach-OK" step, while students are teaching. Every time the writer said "switch" the students responded by saying "switch" and the "teacher" of the group will rotate.

b. Why is Whole Brain Teaching a Best Practice?

Whole brain teaching is considered a best practice (Gardner,2000:45), because this method of teaching seeks to empower students as learners. In most classrooms nation and worldwide, teaching remains direct instruction by a teacher who is "more knowledgeable" transferring knowledge through lectures and worksheets all leading to a test. This method makes the students more active, every step in the whole brain teaching makes the students enjoyed during the lesson.

c. Benefits of Using the Strategies

According to Biffle (2002:36) there are some benefits of using Whole Brain. Those are:

- a. Insight into their own and others' thinking styles
- b. Tools to leverage their natural preferences
- c. The skills they need to operate outside their preferences when the situation.
- d. Create an engaging classroom environment for students and an enjoyable workday for teachers.
- e. Positive behavior reinforcement for students.
- f. It can be increase memory retention of the students.
- g. Main Goal of Each Dayeach day while using Whole Brain Teaching, the teacher will begin a new scoreboard, as well as integrate their own teaching style and flair into the lessons. The seven steps above do not have to be followed directly by the teacher, the steps are to be rotated

and made to best accommodate the lesson and what is to be achieved that day. This is not a prescribed lesson plan, this is simply an approach to teaching, which integrates movement, gestures, songs, chants and dances into teaching.

a. Concept of Speaking

Speaking in a second language (L2) involves the development of a particular type of communication skills, because of its circumstances of production, oral language tends to differ from written language in its typical grammar, lexical and discourse patterns. In addition, some of the processing skills needed in speaking differ from those involved in reading and writing. In the present study this is measured by the students' scores on the speaking test.

1. Definition of Speaking

Hornsby (2007: 1467) state that speaking is defined as to talk or conversation to somebody about something. Hotman (1994: 953), state that speaking means to utter words with the ordinary voice. On other place the writer find that speaking that has close meaning to the meaning of Webster's which is to utter words with ordinary speech modulation.

Manser, Martin. H (2009) state that defines speaking (1) the action of conveying information or expressing one's thoughts and feelings in spoken language; (2) the activity of delivering speeches or lectures: public speaking; and (3) conveying meaning as though in words.

Jones (1996:12) states that: “in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper”.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns and Joyce, 1997). Its form and meaning is dependant on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciations, or vocabulary, but also they understand when, why and in what ways to produce language (Cunningham, 1999). Grammar relates arranging words into sentence, pronunciation deals with how to spell the word and vocabulary means how to change the source language into target language.

Based on the definitions above, the writer can conclude that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learned through teaching and learning process.

2. The Components of Speaking

As an important skill of studying language, it cannot be avoided to learn some components in speaking skill. These components help the learners to perfect their English special when their speaking activities.

Speaking is one of four skills that students have to be able to learn in a second language. According to Harmer, speaking skill itself has components that are:

1) Pronunciation

Pronunciation strongly influences the meaning of language. The important things in pronunciation is not whether a sound can be produced adequately in isolation, but how well it formed in the phonological context in which it occurs in the target language.

2) Vocabulary

In learning a second language, the learner exactly has to have many words. The richer words that learners have makes them easier to understand what their partner of communication says. Based on Hornsby in AgusNur (2011:9) vocabulary is all the words known to a person or used in particular book, subject etc.

3) Fluency

The other element of speaking is fluency. Fluency is the ability of the speaker in pronouncing the words quickly and has the good arrangement and easy to understand. The difficulty of learner has and this problem makes them mistaken in language because the learner always pauses to determine the word that the learner has to articulate. Fluency is a quality condition of being fluent. A fluent speaker is able to speak or write accurately, easily in a foreign language.

3. The Problems Faced by Students in Performing Speaking

The problems in speaking activities are explain as follows:

- a. Inhibition: learners are often inhibited about trying to say something foreign language in classroom, worried about making mistake, fearful criticism or losing face supply shy of attention that their speech attracts.
- b. Nothing to say: if they are inhibited we often hear learners' complain that they cannot think of anything to say, they have no motivations to express themselves beyond the quality feeling that they should be spoken.
- c. Low or uneven participant: only one participant can talk as a "hearer" this problem is compound by the tendency of some learners to dominate while others very little or not to all.
- d. Mother tongue uses, in the classroom, the learners share the same mother tongue. They tend to use it because it is easier, feel natural to speak to one another.

4. Difficulty In Speaking

Brown, (2013) what makes speaking difficult are as follows:

- a. Clustering: fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.
- b. Redundancy: the speaker has an opportunity to make the meaning clearer trough the redundancy of language. Learner can capitalize on this feature of spoken language.

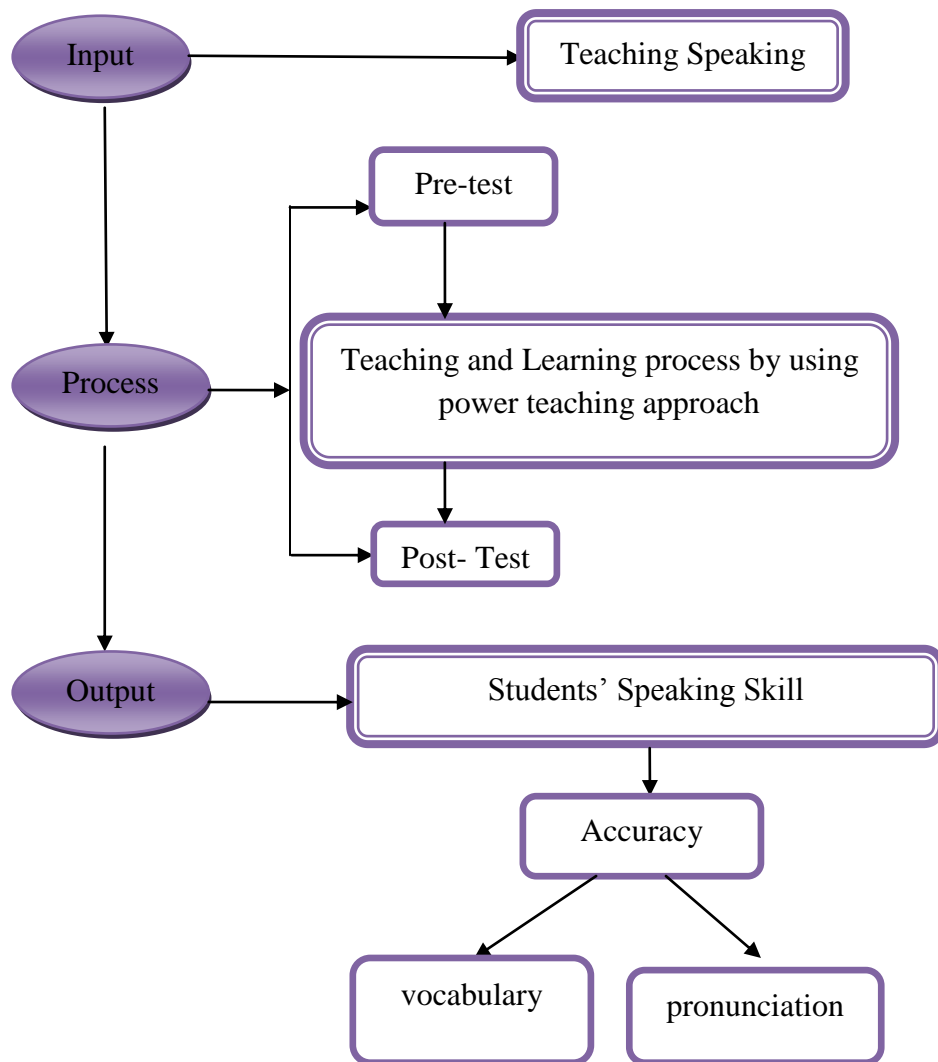
- c. Reduced form: the learners reduced some elements of a sentence and word in speaking activity.
- d. Performance variables: in speaking activity the learners perform hesitations. The teacher should teach them how to pause and hesitate.

5. Characteristics of Successful Speaking

The characteristic of successful speaking as follows:

- a. Learners talk a lot: as much as possible of period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often such time is taken up with their talk or pauses.
- b. Participation: classroom discussion is not dominant by minority of talk active participants (all get chance to speak).
- c. Motivation is high: learners are enthusiastic to speak because they are interested in the topic and have something new to say because they want to contribute and achieving task object.
- d. Language is acceptable level: learners express themselves in utterances that relevant, easily comprehensible to each other.

b. Conceptual Framework



INPUT : Refers to the student's material in speaking fluency and accuracy. There are two factors should be focuses to improve the students speaking accuracy, they are vocabulary and pronunciation.

PROCESS : To improve all of them, there is a strategy of teaching speaking fluency and accuracy will apply in this research. The students will be teaching by using power teaching approach. Therefore, after implementing this method in the learning and teaching process, all the students have good improvement for their pronunciation and vocabulary in speaking.

INPUT : Refers to the improving of students speaking fluency and accuracy, so students can speak English well and accurately.

c. Hypothesis

The hypotheses of this research are null hypothesis and alternative hypothesis:

- a. Null hypothesis (H_0) there is no significant difference between the result of pre-test and post-test of students' speaking skill by using Power Teaching Approach.
- b. Alternative hypothesis (H_1) there is significant difference between the result of pre-test and post-test of students' speaking skill by using Power Teaching Approach.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method, research design, variables, population and sample, instruments of the research, procedure of collecting data and the technique of data analysis.

A. Research Method

This method used in this research was pre-experimental method. It aimed to find out, whether or not power teaching approach increased students' speaking skill.

The design was presented in following table:

Pre-test	Treatment	Post-test
O1	X	O2

(Gay, 1981: 225)

Where: Pre-test = **O1**

Treatment = **X**

Post-test = **O2**

This design involved one group and consisted of pretest and posttest, where the pretest was done before giving treatment and posttest was done after giving treatment. The group was received treatment by using Whole Brain Teaching Method. The group was selected from the population by using purposive sampling.

1. Pre Test

Before giving treatment, the writer gave pre-test for experimental class. The test consisted of speaking material based on curriculum of SMP Aisyiah Sungguminasa the eighth grade. It was intended to see the students' prior knowledge of speaking class.

2. Treatment

In the treatment, the activity started by giving information about the program and the procedure of activities. The students were given treatment where the Power teaching approach in teaching speaking. It involved the students in the teaching process which stands for:

- In this process there were seven steps that a teacher incorporated into the students everyday classroom.
- Asking, the research designed some questions to stimulate the students' thinking and curiously.
- Investigating, the students were asked to examine and observe the object based on the topic they were going to learn
- Creating, the students were asked to make a note and rough draft the obtain information or data.
- Reflecting, the students reflected back to the material

The teaching process was held four meeting. It took 45 minutes, namely:

a. Opening

The writerheld informal greeting and self introduction for the first meeting only. Then, told the students what they were going to learn and

also why it was important. After that, the writer also explained the method which they would take a part in the learning process. This step was expected to arise the students' curiosity to learn.

b. Main activity

- Before presenting the material, the writer gave the seven steps of the technique.
- The writer explained the topic that was given to the students
- The writer held the class activity based on the Power teaching approach as it had been explained before.

c. Closing

- I gave oral test to the learners about the topic
- I gave some review about the materials which had been presented.

3. Post Test

The posttest was given after the treatment. The writer gave the posttest to find out the value of the treatment whether or not the result of the posttest was better than the result of the pretest. It was done to know the students' achievement before and after giving treatment by using experimental Method to improved speaking class. The content of the posttest is the same as the content of the pretest.

B. Variables And Indicators of The Research

1. Variables

The research had two variables, they were :

- a. Independent variable was power teaching approach. Because it gave effect to teaching and learning speaking.
- b. Dependent variable was speaking skill. Because it took effect from power teaching approach.

2. Indicators

the indicator of this research was speaking accuracy covering the pronunciation and vocabulary.

C. Population and Sample

1. Population

The population of this research was the eighth grade students of SMP Aisyiah sungguminasa in academic year 2014-2015. There was only one class consist of 28 students'.

2. Samples

I decided to use total sampling technique because there was only one class in the population.

D. Instruments of the Research

1. Speaking test

The instrument used in this research was the speaking test. The writer interview one by one all of the students after that the writer made conclusion about the students performance.

2. Recorder

When the writer interviewed the students the writer took recording as the evidence data.

E. Procedure of collecting Data

In collecting data, I used three steps; they were pre-test, treatment and post-test.

1. Pre-test

Pre-test was given to the students before giving the treatment. It aimed to know the students' speaking skill before treatment. It was done individually.

2. Post-test

Post-test was given to the students after doing treatment. In this session the students were asked to perform a speech in front of class individually.

E. Technique of data Analysis

1. The English speaking ability scoring classification

The data from the English speaking test were given scores based on the English speaking ability scoring classification. In this case the writer gave score on the students' , pronunciation, and vocabulary (Sasmedi: 2006).

To make it clear, the writer described all classification as follows:

Table 1: Pronunciation

Classification	Score	Criteria
Excellent	50	Pronunciation is slightly influence by mother tongue. A few minor grammatical and lexical errors but most utterance is correct.
Very Good	40	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confusing.
Good	30	Pronunciation is influenced by the mother tongue. Only a few serious phonological errors and several grammatical and lexical errors. Some of which are caused confusing.
Poor	20	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.
Very poor	10	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of language skills and areas practiced in the course.

(Harmer, in Jiwati ,2013:26)

Table 2: Vocabulary

Classification	Score	Criteria
Very Good	50	They speak affectively and excellent of using vocabulary
Good	40	They speak effectively and very good of using vocabulary
Average	30	They speak sometimes hasty but fairly good of using vocabulary
Poor	20	They speak hasty, and more sentences are not appropriate using vocabulary
Very poor	10	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication

(Harmer, in Jiwati, 2013:25)

1. The rate scale scoring system

After collecting the data of the students, I classified the score of the students.

To classify the students' score.

2. after finding out the students mean score, it was then classified into the

following classification.

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : MeanScore

$\sum X$: Total Score

N : Total Respondent

(Gay, 1981: 357)

F. Calculating the result of the test

Finding out the significant difference between students pre-test and post-test by using formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum_n D)^2}{N(N-1)}}$$

Where:

t : the test of significance

\bar{D} : the different between matches' pair

D : mean score from the different score of pre-test and post-test

$\sum D$: The sum of square

N : the number of sample

I : constant number

After finding out the result of t-test, then it was compared with the t-table to find out the significant difference. If the t-test > t-table, it means that there was significant increase on the students' speaking skills, but if t-test < t-table, it means that there was no increase.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer presents findings of the research and discussions. Finding consists of the ability to identify the pronunciation and vocabulary through power teaching approach. The discussion of the research covers further explanation of the findings.

A. Findings

In findings section, there are several sections that would be explored. They are pretest results and post test results. Each section is presented in detail as follows.

1. Pretest Results

The finding of the research deals with the scoring classification of the students' pretest and posttest, hypotheses testing of paired sample containing mean score, and t-test of significance These findings described as follows:

2. Scoring Classification of the Students' Pretest and Posttest

a. Pretest

1) Pronunciation

The data in the table 1 shows the rate percentage and frequency of the students' pronunciation in speaking gained from pretest. There were variant score on the table of the students' pretest. The table showed that from 28 students, none of them got 'very good, good and average' score. There were

14 students (50%) classified into 'very poor' score and 14 students (50%) were classified into 'poor' score. The data was presented in table 1 below:

Table 1
Rate percentage and frequency in pretest of the speaking accuracy in pronunciation form

Pretest				
No	Classification	Score	Frequency	Percentage
1	Very good	50	0	0%
2	Good	40	0	0%
3	Average	30	0	0%
4	Poor	20	14	50%
5	Very poor	10	14	50%
Total			28	100%

2) *Vocabulary*

The data in the table 2 shows the rate percentage and frequency of the students' vocabulary in speaking gained from pretest. There were variant score on the table of the students' pretest. The table showed that from 28 students, none of them got 'very good, good and average' scores. There were 20 students (71.43%) classified into 'poor' score and 8 students (28.57%) were classified into 'very poor'. The data was presented in table II below:

Table II

Rate percentage and frequency in pretest of the speaking accuracy in vocabulary form

Pretest				
No	Classification	Score	Frequency	Percentage
1	Very good	50	0	0%
2	Good	40	0	0%
3	Average	30	0	0%
4	Poor	20	20	71.43%
5	Very poor	10	8	28.57%
Total			28	100%

b. Posttest

1) Pronunciation

The data in the table 3 shows the rate percentage and frequency of the students' pronunciation in speaking gained from posttest. There were variant score on the table of the students' posttest. The table showed that from 28 students, there were 15 students (53.57%) classified into 'average' score, 13 students (46.43%) were classified into poor. The data was presented in table III below:

Table III
**Rate percentage and frequency in posttest of the speaking accuracy
 in pronunciation form**

Posttest				
No	Classification	Score	Frequency	Percentage
1	Very good	50	0	0%
2	Good	40	0	0%
3	Average	30	15	53.57%
4	Poor	20	13	46.43%
5	Very poor	10	0	0%
Total			28	100%

2) *vocabulary*

The data in the table 4 shows the rate percentage and frequency of the students' vocabulary in speaking gained from posttest. There were variant score on the table of the students' posttest. The table showed that from 28 students, there were 5 students (17.86%) classified into 'good' score, 23 students (82.14%) were classified into The data was presented in table IV below:

Table IV

**Rate percentage and frequency in posttest of the speaking accuracy
in vocabulary form**

Posttest				
No	Classification	Score	Frequency	Percentage
1	Very good	50	0	0%
2	Good	40	5	17.86%
3	Average	30	23	82.14%
4	Poor	20	0	0%
5	Very poor	10	0	0%
Total			28	100%

3. The Result of the Data Analysis

a. The Mean Score of the Students' Pretest and Posttest

After being calculating the result of the students' score on pretest and posttest, the mean score was presented in the following table:

Table V

The mean score of the students' pretest and posttest

Indicators	Mean Score	
	Pretest	Posttest
Pronunciation	14.64	25.35
Vocabulary	16.78	31.78

The table 5 shows that the means score of the students' accuracy in pronunciation on pretest was 14.64 and the posttest was 25.35 and the means score of the students' accuracy in vocabulary on pretest was 16.78 and the posttest was 31.78. And in table VI shows that the result of pre-test was 3.21 and Post-test was 5.82.

Table VI

The result of Pre-Test and Post-Test

1	Pre-Test		Post-Test	
2	Mean score	classification	Mean score	Classification
3	31.42	Very poor	57.14	Poor

4. The improvement of the students' accuracy in speaking skill

The improvement of the students' pronunciation and vocabulary through the power teaching approach in eight grade students' of SMP Aisyiah sungguminasa can be seen clearly based on the following table:

Table 4.1: The improvement of the students' accuracy in speaking skill

No	Indicators	Mean Score		Improvement (%)
		Pre-Test	Post-Test	
1	Pronunciation	14.64	25.35	73.15 %
2	Vocabulary	16.78	31.78	89.39%
	Total score	31.42	57.13	144.10
	Mean Score			81.85 %

a. T-test of Value

To know the level of significance value of the pre-test and post-test, the writer used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = $N-1$, where N =number of subject (28 students) then the value of t-table is 2.052. The t-test statistical, analysis for independent sample was applied. The following table shows the result of t-test calculation:

Table VI

The t-test of the Students' Improvement

Components	t-test value	t-table value
Speaking	20.08	2.052

The table VI above shows that t-test value for speaking skill was higher than t-table ($20.08 > 2.052$). It means that there is significant difference between the students' speaking in the class before and after using Power teaching approach in speaking process of the eight grade students of SMP Aisyiah Sungguminasa.

The Hypothesis was needed to find out whether the hypothesis was accepted or rejected. If the result of t-test was lower than t-table' value, the null hypothesis (H_0) will be rejected, and if the result of t-test was higher than the t-table' value, the alternative hypothesis (H_1) will be accepted.

In order to find out the degree of freedom (df), the writer used the following formula:

$$df = n-1$$

$$df = 28-1$$

$$df = 27$$

For the level of significance (p) = 0.05 and $df = 27$, the value of the t -table = 2.052. The result t -test value of the speaking 20.08 > 2.045.

The results of the t -test value of accuracy in pronunciation and vocabulary form in speaking are used to determine the hypothesis that occurs in this research.

The Null Hypothesis (H_0) is rejected and the Alternative Hypothesis is accepted (H_1) where the t -test value of speaking skill (20.08) are higher than t -table (2.052). Therefore, there was a significant difference between the result of the students' pretest and posttest in speaking ability through the use of Power teaching approach.

B. DISCUSSION

In this discussion, it indicates the result of the findings which represents the students' achievement in speaking skill by use power teaching approach. It presented in the following both of discussions and tables. This section presents the discussion of the result of the data analysis. The discussion aims to describing the students' speaking skill in pronunciation and vocabulary being taught by use Power teaching approach.

By observing the result of the data analysis in the previous section, it can be seen that the students' speaking ability was improved significantly. The students' score after treatment (post-test score) were better than the students' score before treatment (pre-test score). It was supported by the frequency and the rate percentage of the result of the students' pretest and posttest. The rate percentage of the students' score in post-test was better than in the pretest.

This research showed that the use of power teaching approach can make the students improved their speaking skill especially in pronunciation and vocabulary. They have a new experience after thought the technique than before. It proved that there was an improvement of the students' speaking ability after the treatment. There was improvement self confidence of the students because the technique make the students being actived in the classroom and always did the excercise well. So the writerfound that there was a significance difference between the result of the students' pretest and posttest in speaking by using power teaching approach.

From the discussion above, it can be concluded that the students' speaking ability of the eight grade students of SMP Aisyiah Sungguminasa can be improved by using power teaching approach.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the research findings and discussion of the research result, it can be concluded that the use of Power teaching approach significantly improved the speaking ability :

1. Pronunciation

In pre- test the students means score was 16.64 and in the post- test was 25.35 there were improved students means score after treatment.

2. Vocabulary

In pre- test the students means score was 16.78 and in the post- test was 31.78 there were improved students means score after treatment.

The result of this research there was a significant difference between the result of the students' pretest and posttest in speaking ability through the used of Power teaching approach.

B. SUGGESTION

Based on the data analysis and conclusion, the writer proposed some suggestion as follows:

1. Firstly the Suggestions are directed to English teachers. Teachers should take advantage of Power teaching approach in speaking text not only to teach but also to create and enhance students' motivation, interest and achievement. Teachers especially those who teach English as a foreign language should be cognizant of the benefits of using Power teaching approach.
2. Secondly to the future researchers, it is suggested that this study could be a reference to conduct other research on the same field. Future researchers may use true experimental research design to know whether or not the use of Power teaching approach is effective in improving students' abilities in other genres of speaking.
3. Thirdly to the readers who want to take advantage of the use of Power teaching approach such as English Department students and Senior High School students. They may use Power teaching approach in order they can enrich their technique to enhance their speaking skills.

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