

THE EFFECT OF USING POWER TEACHING STRATEGY ON STUDENTS' SPEAKING ABILITY AT THE EIGHT GRADE STUDENTS OF MTs HUBBULWATHAN DURI

Dini Deswarni

STAI Hubbulwathan Duri

Jl. Karya KM.7 Desa Balaimakam Duri

Dini_deswarni@yahoo.com

Abstrak

Penelitian ini menunjukkan bahwa ada perbedaan kemampuan berbicara siswa antara kelompok kontrol dengan kelompok eksperimen. Sebelum menggunakan Power Teaching Strategy nilai rata-rata siswa adalah 53.64 setelah menggunakan Power Teaching Strategy nilai rata-rata siswa adalah 78.00. Dapat disimpulkan bahwa t -diperoleh 2.73 pada tingkat signifikansi $\alpha = 0.05$ dan derajat kebebasan (df) 94 yang diperoleh dari $N-1$, t -kritis adalah 1.98. T -diperoleh lebih tinggi dari t -kritis. Dengan demikian dapat disimpulkan bahwa ada efek yang signifikan antara kemampuan berbicara siswa kelas delapan M.Ts Hubbulwathan Duri setelah menggunakan Power Teaching Strategy.

Kata Kunci: Kemampuan Berbicara, Power Teaching Strategy, Siswa

INTRODUCTION

The learning process is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in an educational situation to achieve the learning objectives. Learning activities are part of the educational process in schools and has an important role in the implementation of the learning process. A learning process will be able to achieve the expecting results if it's well designed. There are three things that concern in learning activities, namely material what to teach, how to teach and how to know that the learning process can take place effectively and efficiently.

Generally, the purpose of English is for students to understand the concepts of English and coherence as well as capable of solving the problems encountered so aware of the power and greatness of his create. At the level of Junior High School specially at MTs Hubbulwathan Duri learn English. MTs Hubbulwathan has implemented KTSP Curriculum. Learning in KTSP require students and teachers were more active. Application of KTSP is not only caused of changing teaching methods and strategies, but also about the teacher competence. Teachers

are required to dare to be creative and innovative in the learning process. However creativity of teachers can create a learning process that actually live and meaningful for students.

In the KTSP there are four skills of English to master by junior high school students such as listening, speaking, reading, and writing. Speaking is one of the central elements of communication. It is one of the important skills that students have to master. By speaking, students can deliver their ideas, information and also maintain social relationship by communicating with others. The primary goal of foreign language instruction is to make the students able to communicate. That is why speaking is put ahead on the other skills and speaking is also defined as an ability to express, to convey the ideas, or feeling that we have. It means that in speaking someone can transfer his/her ideas or thought to other people.

Based on the researcher's observation and interview with the English teacher of MTs Hubbulwathan Duri, it can be reported that the teacher found several problems in teaching speaking. Firstly, the students face difficulties to speak bravely in front of the class. They are sometimes shy to express their own ideas. Besides that, they are also afraid in making mistake while they are speaking, and combine their visualization and their imagination to describe things. So, the researcher interested apply power teaching to increase students' speaking ability.

The concept of "Power teaching" or whole brain teaching has been around for more than a decade. It is the creation of Chris Biffle (2013), a college professor, and two other teachers- Jay Vanderfin and Chris Rekstar- all from California. In whole brain teaching, students are encouraged to be actively engage in their learning. Teacher assigns physical gestures to concepts to help students remember them.

Based on Chris Biffle said Power Teaching is the strategy that integrates an effective classroom management system with the technique that tap the way your brain learn best. It can be described as the circulation the human thinking system through brain. It means that by using power teaching the researcher would help students to think creatively and doing simulation by teachers' instructions (2013:20).

Power teaching is needed because the material is given by the researcher will attract students to follow the instructions. Thus, the researcher hopes to give recent experience in learning English and have a fun situation in the classroom. The researcher thought that power teaching can increase students' speaking ability, because it gives chance to the students to learn, play, and follow the direction directly.

Based on the preliminary research that has been done in MTs Hubbulwathan Duri, the symptomps of this research are : The students had limited

vocabulary, some of learning strategies of the teacher were not interesting for the students. The students were ashamed to speak in English when learning English. Some students were less confident in speaking English. Some students did not give their attention to the learning process. Some students were less interested in improving their speaking skill. Some students were shy to other friends if they made mistakes in answering.

SPEAKING

1. The Definition Of Speaking

According to Nunan speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. (1991:40)

Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some people, like auctioneers or politicians may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability until, that is, they have to learn how to do it all over again in a foreign language based on Thornbury (2005:1). Speaking skill is very important because language is primarily speech. Oral communication is seen as a basic skill, so it is needed. Not only serious treatment is needed in teaching but also a great effort in order to be able to master the skill.

The most people, mastering the art of speaking is the single most important aspect of learning a second or a foreign language, and success is measured in terms of the ability to carry out conversation in the language. Speaking is the oral interactions that can be characterized in terms of routines, conventional ways of presenting information or interaction based on Nunan (1991: 40).

According to Brown (2004: 141) there are three basic types of speaking as follows:

a. Imitative

The ability to simply parrot back a word, phrase or possibly a sentence.

b. Intensive

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

c. Responsive

Interaction and text comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like.

In speaking a foreign language as a foreign language, learner should be consistent in the process in mastering the language (in this case English): as Hutchin and Waters (1987) point out that language learning is a process. They later state that: it is not enough for the learner just to have necessary knowledge (about the related language) to make things meaningful but they must also use that knowledge. However, it is important to understand what we mean by the terms active. Thus, we must make a distinction between two types of activity:

- a. Psychomotor activity; that is the observable speech organs or limbs being accordance with signals from the brain.
- b. Language processing activity; that is the organization of information in meaningful network of knowledge. This kind of activity is internal and not observable.

2. The Elements of Speaking

According to Harmer (1988: 269) there are elements of speaking language features and mental or social processing. The writer wants to explain language features first. Language features among the elements necessary for spoken production (as opposed to the production of practice example in language drills) are the following: connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also the use fluent connected speech. In connected speech sound are modified, omitted, added or weakened. It is for the reason that the teacher should involve students in activities designed specifically to improve their connected speech. Expressive devices is native speakers of English changes the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and non verbal means how they are feeling.

A way of getting students to practice this language is to give individual cards, which each have one of these phrases written on them. Then they can start to explain something but insert words or explanation that they are purposefully incomprehensible or obscure. Students then have to use the language forms written on their cards to interrupt and ask what they mean. Speakers also need to the structure of their discourse if they want to be understood, especially in more writing like speech such as giving presentation. They need to use certain phrases to highlight the content structure of their discourse. The use negotiation language shows the structure of their thoughts

or reformulate neither what they are nor saying in order to be clearer, especially when they can see that they are not being understood.

The second elements for speaking is mental or social processing, if a part of speakers productive ability involves the knowledge of language skill such as those discussed above success is also dependent upon the rapid processing skills talking necessitates. Language processing is effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lesson is to help students develop habits of rapid language processing in English. Ineracting with other people in speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening and understanding of how the other participants are feeling and a knowledge of how linguistically to take turns or allow others to do so. Information processing is quite apart their response to other's feeling, they also need to be able to process the information they tell them the moment they get it. The longer it takes the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture specific, and is not prized by speakers in many other language communities.

3. The Teaching Speaking

In this modern era, English is one of the most important language in Indonesia, since many jobvacancies which should be mastered, both in orally and written. Improving the speaking skills of students is difficult, but the added benefit is building confidence in students for speaking skills and strategies.

- a. Produce the English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

4. Assessment of Speaking Ability

In this research, speaking ability is the ability of students in using English as the second language that they learn for their communication activities and interaction orally. The students' speaking ability is measured by using oral language scoring rubric. These are accent, grammar, vocabulary, fluency, comprehension. Below is the description of students' speaking proficiency of students based on Hughes (2005:131-132)

a. Accent

1. Pronunciation frequently unintelligible
2. Frequent gross error and very heavy accent make understanding difficult, require frequent repetition
3. "Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
4. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding
5. No conspicuous mispronunciations, but would not be taken for a native speaker
6. Native pronunciation, with no trace of "foreign accent"

b. Grammar

1. Grammar almost entirely inaccurate except in stock phrases
2. Constant errors showing control of very few major patterns and frequently preventing communication
3. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
5. few errors, with no patterns of failure
6. No more than two errors during the interview

c. Vocabulary

1. Vocabulary inadequate for even the simplest conversation
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
3. Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics
4. Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any-technical subject with some circumstances
5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations

6. Vocabulary apparently as accurate and extensive and extensive as that of an educated native speaker
- d. Fluency
1. Speech is so halting and fragmentary that conversation is virtually impossible
 2. Speech is very slow and uneven except for short of routine sentences
 3. Speech is frequently hesitant and jerky, sentences may be left uncompleted
 4. Speech is occasionally hesitant, with some unevenness caused words
 5. Speech is effortless and smooth, but perceptively non-native in
 6. Speech on all professional and general topics as effortless and smooth as a native speaker
- e. Comprehension
1. Understands to little for the simplest type of conversation
 2. Understanding only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing
 3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
 4. Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
 5. Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech
 6. Understanding everything in both formal colloquial speech to be expected of an educated native speaker

Another model of speaking assessment presented by Brown (2009). The following scoring system specifically tends to be for standards-based test. Speaking tests vary according to the language elements being assessed and the objectives of the test. Based on language elements, a language test in general can be classified into discrete-point test, integrative test, and pragmatic test. A discrete-point test measures one of the language components, such as pronunciation, intonation, grammar, vocabulary. An integrative test measures all the language components at a time. And a pragmatic test measures the learners' ability in using target language for communicative purposes in a given context, i.e. as a functional speaking test. The functional speaking test can be done in an interactive communication or transactive one. The first is referring to the function of language to maintain social interaction like interview, and role play. The latter is referring to a type of communication that is focused on conveying the message, and not on the interaction, like story

telling, giving speech, reading an announcement, presenting a report, and many others.

In this research, model of speaking assessment that will be used is assessment model proposed by Brown (2009). This model is chosen because it clearly describes about description of language components and scale criteria.

POWER TEACHING STRATEGY

a. The General Concept of Power Teaching Strategy

Power Teaching also called Whole Brain Teaching is a learning strategy developed by Chris Biffle a professor at Crafton Hills College California. Learning by using strategy this has been widely used by many teachers and lecturers in foreign countries. Some examples are Dr. Sue Brown, Fairfax Elementary School principal San Bernardino, California and Cindy Fife 9th & 10th Grades Los Osos High School. They have said Power Teaching strategy is very helpful in the learning process and make all the difference in the world especially from the education learning process. According Alexis Kelso teachers Grade Intern Park Forest Elementary Louisiana the strategies of Power Teaching have improved student response and have also made it more engaging for students. (Alexis Kelso.2009,Power Teaching : How Powerful Is It ?)

b. The Implementation of Power Teaching Strategy

Table I.

The Steps Learning Strategy Power Teaching

No	Steps	Function
1	Class "Yes"	The Attention
2	Classroom rules	Organizing Class
3	Teach "Okay"	activation throughout the brain
4	The Scoreboard	Motivator
5	Hands and eyes	emphasis / focus of attention
6	Switch	development of listening and speaking activities

According to Chriss Biffle (2013: 22-24) of the initiators Power Teaching, there are 6 steps in the learning process. Step by step of Power Teaching strategy are :

1) Class "Yes"

The first step in the learning strategy of Power Teaching is focus students attention. Teachers say "class" and students answered "yes". If the teachers say "class, class" the students answered "yes, yes". Teachers may also say "classity, classity" and the students answered "yessy, yessy". The intensity and tone teachers can also be used to attract the attention of

students. If the teachers said it with a high tone, the students responded with a high tone as well, and vice versa.

It is very effectively used to attract the attention of students. Students will focus on the teacher at the beginning of the learning process. When students focus on teachers is high time teachers used to explain various concepts to be desired. This process can be done the whole process of learning to focus student attention to the teacher. Students who answered "yes" will be ready to receive a variety of information to be provided by the teacher.

2) Classroom rules (rules in the classroom).

Five rules in this class serves as organizer of the class. Classes will be organized the rules that apply in the classroom. Five rules to be given in the classroom in Power Teaching strategy is :

a) Follow directions quickly

Teachers provide instruction and students must do what is instructed by the teacher quickly. These instructions could be anything including open books, reading aloud, moving hands, applause, asking the students to focus on the board, asking students to repeat what was said, asked students to teach to his closest friends and others.

At the beginning of the learning power of teaching by introducing this rule is the teacher provides an index finger upwards, move the hands forward, showing to the students and said "the first rule : follow directions quickly". Then students mimicked the hands of teachers and say "the first rule : follow directions quickly".

b) Raise your hand for permission to speak

Students are asked to raise their hands first if you want to express opinions or ask anything that is poorly understood. The means used to introduce these same rules by introducing the first rule to students. The difference is in the index that are shown to students (two fingers).

c) Raise your hand for permission to leave your seat

Students are asked to raise their hands when trying to leave the classroom. The means used to introduce these same rules by introducing the first rule to students. The difference is in the index that are shown to students (three fingers).

d) Make smart choices

The learning process sometimes must use questions such as choice therefore on the fourth rule is that students can choose what is to be the answer to questions. Students are asked to raise their hands and choose the answer they think is correct. The means used to introduce these same

rules by introducing the first rule to students. The difference is in the index that are shown to students (four fingers)

e) Keep your dear teacher happy

Students are required to make the teacher happy. This is done so that the student has always focused on the teacher and follow the instructions given by the teacher. This is related to step four of Power Teaching strategy. The means used to introduce these same rules by introducing the first rule to students. The difference is in the index that are shown to students (five fingers) and plus give the smiley face to the students.

This strategy should be introduced to the students in advance. At the beginning of the learning process the teacher can provide instruction to students to memorize all the rules. In the learning process the teacher just stayed utter the rules are violated or followed by pupils and students are expected to understand it.

3) Teach "Okay"

This stage is the stage where the whole brain function (whole brain teaching). All parts of the brain to function at this stage. This stage is the stage of activation throughout the brain for use in the learning process. This stage is divided into three sections.

The first part is to focus students' attention by using Class "Yes". This will focus the attention of students. The second part is to give instruction or whatever you want teachers so that students learn. This can be done by instructing the students open a book, read, pay attention to the explanation of the concept of teachers and etc. Information provided to students should not too much so students not confused and difficult to repeat. Use language that is clear and unequivocal so that students can understand quickly what is delivered. The third part is clapped twice and said "Teach" and the student replied "Okay". Previous students explained that when the teacher says "Teach" then the student must explain what the teacher to their partner. Before making sure students get a couple or a group maximum of 3 people and a minimum of 2 people.

4) Scoreboard

Scoreboard consists of two parts, the first part is the sad part and the second part is a part excited. Sad and happy can be displayed in a simple facial image on the blackboard. Violation of the rules by the students will be given points on the scoreboard and the sad part students can also say "boooooo" or the other to express sad. if students are instructed to follow what the teacher gives points on the scoreboard section glad and students can say "yeah" or other to express delight. Give points on the scoreboard

made in front of the class and bearing the faces smile and sad in accordance with what is happening in the classroom. The scoreboard serves to motivate students in the learning process.

5) Hands and Eyes

This stage is done so that students do not get bored just use the class "yes" continuously. By saying "hands and eyes" students are asked to look forward and raised his hands to the top. It is to focus the students' attention. In this process can be applied if the concept will be explained important or the conclusion of the concepts described earlier. Kata hands and eye for an eye and can be hand or the other. In this process can also be added to "Mirror" or a mirror in which students mimicked the hand movements or all movements of teachers that can later be used in explaining to other students. This will increase the recall students because not only heard but also given through the motions.

6) Switch

Switch done so that the students took turns explaining to other students. It can enhance the student's ability and memory of students to understand the concept. Teachers can get around in the classroom to check bagimana students explain to their partners and ensure no misconception. By the time "teach -okay" is only one student explains. Then added "Swieth" so that students described reiterated what he had heard. At this stage, students train themselves to listen and explain the speaking.

The entire step - a step expected to enhance the effectiveness of learning in the classroom. Students become the focus for teachers with Class 'Yes'. Class organization is set in the rule applied. Once students understand what the teacher taught, concepts mastered strengthened by teaching it to their peers (teach "okay"). Scoreboard provides motivation to students to always obtain the award of the teachers in the form of points on the board. Hands and eyes are the emphasis on the important concept. Switch practice speaking and listening skills. Learning steps Power this teaching can be varied according to the needs in the classroom.

c. Strengths Power Teaching Strategy

- 1) Students can experience learning more real because every activity in the classroom is still in touch with their daily activities.
- 2) The concept is embedded in the minds of students are more mature and not just theory.
- 3) Learning more desirable for students to use a variety of media and creative.

METHOD

Kind of research that be done was quasi experiment research that used quantitative data. Quasi experiment was the experiment that had treatment, outcome measures, and experimental units but did not use random assignment to determine the comparison in order to conclude the changes caused by treatment. The quantitative data was used to quantify the problem by way of generating numerical data or data that could be transformed into useable statistics. It was used to quantify attitudes, opinions, behaviors, and other defined variables and generalize results from a larger sample population.

While, Experiment research was research that had been manipulation to variable research (free variable). Then, observe the effect to research object (tie variable). In this research consists of two classes, that were experiment class was class that using Power Teaching Strategy and control class used causerie method which means learning use lecture, question and answers.Th

1. Sampling Procedure

Population was all members of the research subject (Suharsimi Arikunto, 2013: 173). Population in this research was all student at eighth grade MTs Hubbulwathan Duri that consists of 3 class, the total numbers population are 96 students.

Sample was a part of populations that represents the whole population. According to Suharsimi Arikunto (2013) if the number of subject was less than 100 subject the researcher could take entire subject. However, if the number of subject in a research was that 100 persons, we took 10-15% or 20-25% of the populations. The sample of the study was in VIII class, the number of the population was 96 students. The writer followed the procedure written by Suharsimi Arikunto (2013) that if the respondents were less than 100, it were better to take them all as sample. The writer took the sample 100% from the total numbers of population in VIII class.

The total numbers population was 96 students, so researcher took 48 students as control class dand 48 student as experiment class. Taking of this sample used *simple random sampling*. Simple random sampling was irregular way taken of sample.

2. Research Instrument

Speaking test would be administered to measure students' speaking ability. The test would be oral test. It was oral presentation. There would be a picture and then teacher instructed the students to describe and explain that picture. Students' vocabularies, pronunciation grammar, fluency and

comprehension in English would be tested. the test would be administered twice, first, pre-test would be conducted before the samples got the treatment (using Power Teaching Strategy) for the experimental group and control group also will get pre-test. The purpose of pre-test was to measure students' speaking ability before the treatment. Second, post-test would be conducted after the samples get the treatment (using Power Teaching Strategy) for the experimental group and control group also will get post-test. The purpose of the post-test was to measure the students' speaking ability by using power teaching game strategy.

Base on the explanation above, the instruments used in research was the researcher gave oral test that made by herself. Correcting and marking the students' performance by using some rubrics which adapted from Brown (2004:172), there are five components that should be considered in giving students' speaking score, they are Pronunciation, Comprehension, Fluency, Vocabulary and Grammar.

3. Data Collection and Analysis

In this research, the data would be analyzed by using statistical method. Students' scores of the experimental and the control group would be used as the data of the research. The data would be analyzed by central tendency. The central tendency of distribution was an estimate of the "center" of a distribution of values.

4. The Data Presentation

In this chapter, researcher presented the data in order to know the effect of power teaching strategy on students' speaking ability at eighth grade of MTs Hubbulwathan Duri. The data of this research took from the students' pre test and post test. The researcher gave pre test and post test to all population to determine two classes as the sample. The researcher took data from experiment class and control class. The test was conducted twice. The data obtained was used to know the effect of power teaching strategy on students' speaking ability. Below is the student's score in test.

5. The Result of Pre Test Student in Experiment Class Before Using Power Teaching Strategy in Experiment Class

Based on the result of data, in pre test, 16 samples have criteria "Poor", 19 samples have criteria "Average" and 13 samples have criteria "Good". The highest score is 80 and lower score is 30. The total score in pre test from experiment class is 2575 with mean is 53,6.

6. The Result of Pre Test Student in Control Class Before Using Power Teaching Strategy in Experiment Class

Base on the result of data above, in pre test 14 samples have criteria “Poor”, 22 samples have criteria “Average” and 12 sample have criteria “Good”. The highest score is 80 and lower score is 30. The total score in pre test from control class is 2570 with mean is 53,5.

7. The Students’ Speaking Ability After Using Power Teaching Strategy In Experiment Class.

Based on the result of data above in post test, 5 samples have criteria “Average”, 36 samples have criteria “Good”, and 7 samples have criteria “Excellent”. The highest score is 95 and lower score is 55. The total score in post test from experiment class is 3745 with mean is 78,0.

8. The Students’ Speaking Ability After Using Power Teaching Strategy In Control Class.

Based on the result of data above, in post test, 1 sample has criteria “Poor”, 16 samples have criteria “Average”, 31 samples have criteria “Good”. The highest score is 85 and lower score is 45. The total score in post test from Control class is 3190 with mean is 66,5.

9. The Data Analysis

To know know about the effect of this strategy, the researcher had presented the data gathered in this research. The data from the test were divided into two part are pre test and post test. Moreover to analyze the data, researcher used the formula of statistical to get the mean (M), the median, range and standard deviation (SD).

Calculating of The “t” Test

To find out the “t” table significant the following formula is used :

$$\begin{aligned}
 \text{to} &= \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}} \\
 &= \frac{78,0 - 66,5}{\sqrt{\left(\frac{25,17}{\sqrt{48-1}}\right)^2 + \left(\frac{14,61}{\sqrt{48-1}}\right)^2}} \\
 &= \frac{11,5}{\sqrt{(3,65)^2 + (2,12)^2}} \\
 &= \frac{11,5}{\sqrt{13,30 + 4,49}} \\
 &= \frac{11,5}{\sqrt{17,79}} \\
 &= \frac{11,5}{4,22} \\
 &= 2,73
 \end{aligned}$$

10. Result and Discussion

The result of pre test in experiment class before using power teaching strategy show mean is **53,6** and the result of post test in experiment class after using power teaching show mean is **78,0**. After the score obtained we need to consult to “t” (t.Table). While, the degree of freedom is **94**. The t-table at the table at **5%** significant level, it is **1,98** and in the level significant **1%** is **2,62** (see appendix). Thus, we can analyze that t_o higher than t-table in **5%** and t_o lower than t-table in **1%**. It can be read that $1,98 < 2,73 > 2,62$. The data is provided and seen in the following table.

So, to give the interpretation of result, we need to examine the hypothesis proposed earlier t_o if H_a (there is significant effect of power teaching strategy on students’ speaking ability) is **accepted** and H_o (there is no significant effect of power teaching strategy on students’ speaking ability) is **rejected**.

Table IV
The Mean and Standard Deviation Both of Group

Group	N	Mean	SD	t obs	t-table
Experiment Class	48	78.0	25.17	2.73	2.62 = 1%
Control Class	48	66.5	14.61		1.98 = 5%

The table above indicate that the mean in pre-test and post-test for experiment class is **78.0**, while the mean in pre-test and post-test for control class is **66.5**, and then, the standard deviation for experiment class is **25.17** and for control class **14.61**.

CONCLUSIONS

After the research analyze the data was previous chapter the research could conduct as follow :

1. Based on the data of students’ score in pre test of speaking test (before treatment), the total score of experiment class was **2575** with mean **53,6**, it means the students’ speaking ability in experiment class at the category of ability level was “**average**” and the total score of control class was **2570** with mean **53,5**, it means the students’ speaking ability in control class at the category of ability level is “**average**”.
2. Based on the data of students’ score in post test of speaking test (after treatment), the total score of experiment class was **3745** with mean **78,0**, it means the students’ speaking ability in experiment class at the category of ability level is “**good**” it is higher than control class score, it was **3190** with mean **66,5**, it means the students’ speaking ability in control class at the category of ability level is “**good**”.

Based on the recapitulation of students' score in test, it can get mean of each class, mean in experiment class was **78,0** and control class was **66,5**. The standar deviation in experiment class was **25,17** and control class was **14,61**. T_0 Higher than t-table in 5% and lower than t-table 1%. It could read that **1,98 < 2,73 > 2,62**. So, H_a was accepted and H_0 was rejected. It means there was significant effect of the using power teaching strategy on

3. students' speaking ability of students at eighth grade of MTs Hubbulwathan.

REFERENCES

- Alexis. Kelso, 2009, Power Teaching: How Powerful Is It ?, (Fifth Grade Intern Park Forest Elementary Luisiana)
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: RinekaCipta)
- Biffle. Chris, 2013, Whole Brain Teaching, (California: Philosophy Department Crafton Hills College Yucaipa)
- Brown. H. Douglas, 2004, Language Assessment Principle and Classroom Practice, (United State of America: Longman)
- Brown. H. Douglas, 2009, Principle of Language Learning and Teaching (United State of America: Longman)
- Harmer. Jeremy, 1988, How to Teach English, (Edinburgh: Pearson Education Limited)
- Hartono, 2004, Statistik Untuk Penelitian, (Yogyakarta: Pustaka Pelajar Offset)
- Hughes. Arthur, 2005, Testing For Language Teachers, (New York: Cambridge University Press)
- Hutchinson and Waters, 1987, English for Specific Purpose, A Learning – Centered Approach, (New York: Cambridge University Press)
- Nunan. D, 1991, Language Teaching Methodology: A Text Book for Teachers, (New York: Prentice Hall International English Language Teaching)
- Thornbury. Scott, 2005, How to Teach Speaking, (Essex: Pearson Education Limited)