

# THE IMPLEMENTATION OF “POWER TEACHING” APPROACH IN INCREASING STUDENTS’ SPEAKING PARTICIPATION

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## Abstract

Tujuan penelitian ini adalah untuk menemukan bagaimana langkah-langkah dari *power teaching*, diimplementasi di kelas, kenaikan partisipasi berbicara siswa, dan respon siswa. Subjek dalam penelitian ini adalah siswa kelas VIII yang terdiri dari 33 siswa. Penelitian ini menggunakan desain kualitatif dengan *self reflective paradigms*. Hasil penelitian menunjukkan bahwa (1) keempat langkah dari teknik *power teaching* yakni *controlling*, *exploring*, *pursuing*, dan *preserving* berjalan dengan baik, (2) peningkatan partisipasi berbicara siswa dalam proses pembelajaran setelah diajar melalui *power teaching*, (3) siswa memberikan respon positif setelah diajar dengan *power teaching*. Karena itu, *power teaching* bisa digunakan dalam pengajaran berbicara karena pendekatan ini dapat membuat siswa berpartisipasi dalam kegiatan berbicara, memaksimalkan peran siswa dan keterlibatan mereka dalam proses belajar dan mengajar dan meminimalis waktu guru dalam menjelaskan.

The objectives of this research were to find out how the steps of power teaching are implemented in the class, the increase of students’ speaking participation, and the students’ responses. The subject of this research was the second year students consisting of 33 students in class VIII. This study used a qualitative research with self reflective teaching paradigms. The results showed that (1) the four steps suggested from power teaching techniques namely, controlling, exploring, pursuing, and preserving runs successfully, (2) the increase of student’s speaking participation in learning process after being taught through power teaching. (3) the students gave positive responses after being taught through power teaching. Therefore, it is recommended to use power teaching in teaching speaking since this approach could make students participate in speaking activity, maximize the students’ role and involvement in teaching learning process and minimize the teachers’ talk time.

**Keywords:** *power teaching, self reflective teaching paradigms, speaking participation*

## **Background**

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.

Speaking is also defined as an ability to express, to convey the ideas, or feeling that we have. Lado (1974) describes speaking as an ability to converse or to express a sequence of ideas fluently. It means that in speaking someone can transfer his/her ideas or thought to other people.

Based on the researcher's pre observation and interview with the English teacher of SMP N 10 Bandar Lampung, 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. In line with Hardiyanto (2012) it is very difficult for the teachers to make an effective class. The teacher always give theory, the students are not often given a chance to put theory into practice. It always happens when the students want to share their

ideas. It can be said that the way of teaching is monotonous. The results are that students are not participating to orally communicate in English.

There were some reasons that influenced this problem, i.e. students motivations and attitudes, teacher' s teaching performance, learning material, and techniques used and some other problems. Most students cannot participate in speaking English and they cannot express their opinion in English. It happened because in daily teaching-learning process teacher concerned more on "learning" the language than in "using" the language. So, the researcher would like to propose her research entitle The Implementation of "Power Teaching" Approach In Increasing Student's Speaking Participation.

The concept of "Power teaching" or whole brain teaching has been around for more than a decade. It is the creation of Chris Biffle (2010), 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.

So, Power Teaching is the approach 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 (Hermann, 1996). It means that by using power teaching the researcher would help students to think creatively and doing simulation by teachers' instructions (Jeff Battle, 2009).

Power teaching is needed because the material 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' participation in speaking, because it gives chance to the students to learn, play, and follow the direction directly.

Power teaching is the technique that was implemented by the researcher derived from "power teaching" approach for teaching speaking. The researcher intended find out the steps of power teaching implemented in the class, the increase of students' speaking participation, and the students' response.

## **Method**

The method which was used in this research was a qualitative research with reflective teaching paradigms. Richards and Lockhart (1996:1) claim that in reflective teaching, teacher and students collect data about teaching, examine their attitude, beliefs, assumptions, and teaching practices, then use the information obtained as a basis for critical reflection. The researcher conducted the research used several ways namely, implementing, recording, and self reflection. The researcher used observation checklist, sheet, and interview to gain the data. This research was conducted in four meetings with the presentation of each meeting included the implementation of power teaching techniques namely controlling,

exploring, pursuing, and preserving. The data were analyzed to describe the teaching and learning process.

The subject of this research was the second grade students of SMP N 10 Bandar Lampung of 2013/2014. The class was selected by using purposive sampling since there were some characteristics that should be taken by the researcher.

In purposive sampling, the researcher chose the samples based in identification of the problems and justification (Setiyadi:2006 :44). The researcher chose VIII B as the subject of this research because from the pre observation the researcher found that the student's in VIII B were not brave to speak in front of the class. After that, data were collected by observing the implementation of power teaching, recording the student' participation in speaking class, and conducted the interview with the students as the object.

The question of interview consisted of six items which required the student's responses after being taught through power teaching. After that, was the data analysis. Data analysis was done by using the procedure suggested by Miles and Huberman (1994:23). The procedure included three stages: data reduction, data display and data conclusion or verification. This procedure took place interactively and was simultaneously with the data collection.

## **RESULTS AND DISCUSSIONS**

This section attempts to discuss several issues after the researcher conducted the research

### The Steps of Implementation

The researcher conducted observation during four times to find out the implementation of power teaching and the problem that might be occur in learning process including students' activity and did self reflection. In this term, the researcher implemented the four techniques namely, controlling, exploring, pursuing, and preserving. The result of observation in four times can be seen by this following table:

**Table 1. Matrix of The Revised Technique from the 1<sup>st</sup> – 4<sup>th</sup> meeting**

	1 <sup>st</sup> meeting	2 <sup>nd</sup> meeting	3 <sup>rd</sup> meeting	4 <sup>th</sup> meeting
Pre Activity	- greeting - told the goals of the learning instructions -introduced the learning procedures	- greeting - apperception and motivation -reviewed the lesson in the previous meeting.	-greeting -apperception and motivation -introduced a new topic to be learned	-greeting -told the goals of learning instructions -reviewed the lesson in the previous meeting
While Activity	Controlling -told about the topic -offered the material -asked what the students have known about the topic by mapping in their brain. -guided to express and shard their ideas about asking and giving opinion and the structure of language.  Exploring -asked the student to work pair	Controlling -guided the students to make them more understanding about the topic. -offer the material consists of picture and video -give modeling or gesture to make them enjoy in learning process while speaking  Exploring -asked the students to work pair	Controlling -told about the new topic -gave them the instruction "students-yes" in order to pay attention about the teachers' explanation -gave them more detail how to combine speaking by gesturing the teachers' instruction  Exploring -used the different topic to do the same	Controlling -asked the students what they have known about the topic and ask whether they know the impact of using that. -controlled the student which have less motivation in speaking and guided them -made the learning process more fun then previous meeting.  Exploring -monitored the student while dong the work pair -make the student presented before they were doing the conversation.

		-gave them the gesture	technique like the previous meeting -actively make them involve in the learning process.	
	Pursuing	Pursuing	Pursuing	Pursuing
	-did simulation -actively motivate doing speaking based on teachers' instructions. -being brave in speaking and teaching their friend fluently.	-did simulation - actively practice and teaching their friend by using "switch" instruction	-did simulation after practicing the teachers' instructions.	-did simulation with the new pair -being brave in teaching friend using power teaching
	Preserving	Preserving	Preserving	Preserving
	-took the values from the topic	-told the values -evaluated the learning process that happened in each step of power teaching -summarized the material	-evaluated the learning process that happened in each step of power teaching	-Took values and telling the values -Evaluated the learning process that happened in each step of power teaching -Summarized the material orally.

The table above shows that the students were also in learning process through power teaching. It can be seen from the result that the teacher revised the technique that had been implemented in the class. Following, controlling, exploring, pursuing, and preserving that covered pre activity, while activity, and post activity. In aspect of controlling to map their idea, the teacher told the goals of learning and reviewed the previous lessons, in exploring to engage their ability to share their ideas, the teacher had revised the step from the first until the fourth meeting, the teacher made the student actively involved in the work pair, monitored the student while they were doing the conversation. In pursuing step, the teacher did simulation with a new pair and made the students being brave in using power teaching. And the last, in post activity there was preserving, the

teacher made the student took the values and evaluated the learning process and also summarized the material orally.

### **Table of Student's Speaking Participation**

The researcher recorded student' activity including their participation in speaking activity. This section attempts to discuss the result of video recording.

**Table 2. The Increase of Student's Speaking Participation**

Activity which are not participating in speaking	The 1 <sup>st</sup> Meeting (total number of students)	The 2 <sup>nd</sup> Meeting (total number of students)	The 3 <sup>rd</sup> Meeting (total number of students)	The 4 <sup>th</sup> Meeting (total number of students)
Students who are playing laptop	5	1	2	-
Students who are listening the music	2	2	-	-
Students who are cheating with friend	5	5	3	2
Students who are silent in the class	4	3	-	-
Student with another activity (drawing, leave the class, etc).	5	1	4	1

The table shows the result of recording from 1<sup>st</sup> meeting until 4<sup>th</sup> meeting, the number of students increased in each meeting. In the first meeting there were many students who were not participating in speaking but in the last meeting their participation increased after the techniques had been revised. It means that the researcher could make the process of learning process more interesting in each meeting.

### The Student's Response

The researcher conducted the interview to the students with six questions to find out the response. The interview used formal interview, as states by Setiyadi (2006: 245) with this interview, all respondents were given a number of questions that are relatively same. The researcher gave a question to all respondent and the respondents realize that they are being interviewed. The nature of these methods of qualitative research in this interview is that respondent answered by using their own words that they are going to say and the researcher do not provide limitations for the respondent to answer the questions.

**Table 3. Interview Sheet About The Student's Response**

Question	How is your response after being taught through power teaching in speaking by the researcher?	
Happy/ interesting the teachers' technique in delivering the material by using power teaching.	33 students answers yes, because teacher' technique in delivering the material is easy to understand and enthusiastic.	There are no student's answers no because they feel interesting.
Get difficulty to express my own idea	2 there are students answer yes, because they still feel afraid in making mistakes while speaking.	30 students answer no, because they express their idea bravely and fluently.
Easy to understand what the material given by the teacher	33 students answer yes, because the material seemed look familiar with them and their daily life.	-
Difficult to understand the structure of the language	4 students answer yes, because they still forget the structure of language in delivering their sentences while doing the conversation.	29 students answer no, because they were activate their brain to remember what the teachers' explanation.
Is not difficult to teach friend by switching through power teaching	4 students answer yes, because they look confused in teaching their friend/partner.	29 students answer no, because they are understand what they want to do with their partner. And they can combine their brain by hearing the teachers' instructions.
Not happy/ not interesting with applying steps of power teaching	2 students answer yes, because they have less motivation in applying power teaching learning model and approach.	31 students answer no, because the students can empowerment their potential brain to

		remember teachers' instructions well.
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From the table above, it can be seen by the result of interview, there were 31 students answer yes in applying the steps of power teaching. It can be said that almost student gave positive response toward the implementation of power teaching.

## **Discussion**

According to the finding above, it can be seen that the implementation of power teaching runs successfully. From the first was students' activity namely controlling, exploring, pursuing, and preserving. In controlling step, students were brainstormed to activate their brain and their background knowledge. But the students' faced problems in describing things and expressing their own ideas. In this case, the researcher had used gesturing as a technique in giving examples how to speak bravely and interested. But, there were several students who are not brave to speak English because they were afraid of making errors. This might be caused by the students' anxiety of making any errors when they were speaking. Students who have high level of speaking anxiety expressed fear of making mistakes and being corrected by the teacher (Horwitz, 1986). This means that what make them anxious in speaking should be eliminated. Meanwhile, they could do a good job in doing the conversation by using power teaching. Gesturing was helpful for the students to learn by imitate what teacher's done and they will put their focus on the teacher, because the teacher provides needed information. As Biffle (2010)

states that mirror can be effective way to students in imitating teacher's gestures by remembering each instruction given by teacher. Besides, the students will also know how to do speaking by what the teacher already gave the example for them.

In exploring step from the students activity it can be seen that students actively involved in work pair while doing conversation It was in line with the Vygotsky (1978) who points out that cognitive progress takes place as a result of human interaction between pairs such a novice-expert or collaborative pair.

In pursuing step from the students' activity it can be concluded that most of the students did the simulation after the researcher gave them modeling or gesturing in the exploring step. Simulating step was very similar to role-play but what make simulating different than role play is that it was more elaborate (Kayi,2006). In this step the students had already practiced the teacher instruction by pairs.

The last step was preserving, this technique provided the students to take values from what they have learned during the teaching learning process and engaged them to implement and get used to in their daily life. By doing this, it enables the students to not only learn and practice how to speak but they could get values from the topic given during the teaching learning process.

Then, this finding confirms the second objective of this research that power teaching increased the students' speaking participation. Meanwhile, it can be seen from the increase number of the students who participate in speaking activity. There were several students who did not participate because they were doing another activity such as playing laptop, cheating, and etc.

Besides that, the researcher also conducted the interview to the students in order to find out the student responses toward the implementation of power teaching. The researcher found that the students responded power teaching positively. It can be seen from the result of interview sheet that there were 31 students answered yes in applying power teaching and they were interesting to apply those technique.

## **Conclusions**

Having conducted the research at the second grade of SMP N 10 Bandar Lampung, it can be concluded that:

1. Based on the result and discussion above, the implementation of four steps from power teaching runs successfully in the class. The techniques namely controlling, exploring, pursuing, and preserving had been conducted from the first meeting until the fourth meeting. In controlling step, students brainstormed their brain, in exploring step, students actively involved in work pair, in pursuing step, students did simulation well, and the last in preserving step, students got values from the topic given.
2. Students' speaking participation increased after being taught by power teaching. It can be seen from the table of observation checklist. The researcher gave checklist to the students which were not participating in the class. But in each meeting there was increase of the amount of students because the teacher had already fixed the way of teaching using those techniques.

3. The students responded positively toward power teaching. It can be reported that 31 students were answer yes and interesting in applying power teaching especially in speaking.

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