CHAPTER I
INTRODUCTION

A. The Background of Research

Teaching reading in Junior High School has some purposes. It aims for measuring the students’ comprehension toward the text or new information (it includes the content and the meaning) that is given by the teacher. It is also given to check their micro and macro skills in reading. The other aim of reading is entertaining the students with the text or story that is provided by the teacher. Eventually, the aims above indicate that reading is an important subject to be taught in school.

In teaching and learning reading, students faced some problems. Based on the pre-observation conducted on one of Junior High Schools in Banyumas especially at the second graders in academic year 2011/2012, there were two problems. The first problem was students’ low motivation. It happened because there was no challenging in reading class. For instance, they were not asked to find the meaning of difficult words or synonyms. They were not asked to present their text discussion in front of the class. Another problem was the implementation of teacher centered learning. It made the students did not have interaction among them in reading class.

Based on the problems above, it is necessary to provide a good technique to minimize the problems, namely Power Teaching. According
to Biffle (2010: 10) *Power Teaching* is a technique which produces fun activity in classroom. The students have to follow their teacher’s gesture. Then, the students have to practice and review the concept until the teacher is satisfied with the level of comprehension. When the students need more review, it is given immediately without consequence or punishment so they enjoy their reading class. *Power Teaching* also can stimulate and encourage students to be active in classroom. It provides activities which attract students’ attention and require students’ high motivation.

The use of *Power Teaching* is also related to the previous research was conducted by Putri (2011: 1) entitled *Penerapan Model Power Teaching dan Cooperative Script untuk Meningkatkan Keterampilan Menulis Bahasa Indonesia dalam Meringkas Isi Wacana Cerita Kelas V SD Ketawanggede 1 Kota Malang*. The result of the previous research above showed that the students could summarize a text well.

Based on the explanation above, this study intended to find out the effectiveness of *Power Teaching* in teaching reading. Thus, this research conducted a research entitles “The Effectiveness of Power Teaching for Teaching Reading”.

**B. The Reason of Choosing the Topic**

Here are the reasons of choosing the topic:

1. The topic was selected to minimize the problems in teaching and learning reading.
2. *Power Teaching* was also used to complete the previous technique that was applied in teaching and learning reading.

3. This research was aimed to find out the effectiveness of *Power Teaching* in teaching and learning reading.

C. The Problem of the Research

Based on the background of this research, the problem of the research as follow: “Is *Power Teaching* effective for teaching reading?”

D. The Aim of the Research

In the relation to formulation of the problem above, the aim of this study is to find out whether or not *Power Teaching* is effective for teaching reading.

E. The Limitation of the Study

The research focuses only on searching the effectiveness of *Power Teaching* through pre test and post test. The material of the teaching and learning process is *Recount* text.

F. The Clarification of the Term

1. Effectiveness

Fraser (in Suciani 2010: 4) stated that effectiveness is a measure of the match between stated goals and their achievement.
2. Power Teaching

According to Biffle (2010: 10) *Power Teaching* is a technique which produces fun activity in classroom. The students have to follow their teacher’s gesture. Then, the students have to practice and review the concept until the teacher is satisfied with the level of comprehension. When the students need more review, it is given immediately without consequence or punishment so they enjoy their reading class.

3. Teaching Reading

a. Teaching

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning (Brown, 2000: 35).

b. Reading

Reading is getting meaning from printed in written material (Finnochiaro, 1974: 77).

G. The Contribution of the Research

This research is expected to give contribution to:

1. Teachers

This research’s result is expected to give the teacher an alternative teaching technique in teaching English, especially in teaching reading.
2. Students

This research’s result is expected to encourage students to be active in involving the learning.