CHAPTER II
LITERATURE REVIEW

A. READING

1. The Definition of Reading

Actually, there are many definitions of reading. Firstly, the definition comes from Finochiaro and Bonomo (in Tarigan 1986: 119) reading is bringing to and getting meaning from printed or written material. Secondly, according to Pang, et al. (2003: 6) states that reading is about understanding written text.

Another definition of reading comes from Dechant (in Leu 1987: 9) states that reading is an activity of identifying the printed symbols and recognizing the meaning of the information of written material.

Based on the explanation above, reading can be simply viewed as an active attempt of a reader to recognize and understand the printed or written symbol, which the author expresses his ideas, thought, feeling and opinion, and so that the reader can reconstruct to what the author want to say.
2. The Functions of Reading

Reading has some crucial functions. According to Squidoo (2011: 1-2), there are four functions of reading. The functions are as follow:

a. reading can make the students smarter.

Reading forces the brain cells of the students to think about the content of reading or other cases that are found in reading. Finally, reading can rehearse the brain cells to always process the information smartly.

b. reading can improve vocabulary and language skill.

The knowledge of different literary style can be got by reading many literatures. Commonly, vocabulary and language skill can be developed by learning and reading different literary style.

c. reading makes knowledgeable.

The valuable pieces of knowledge can be got easily by reading some different literatures or other sources of reading.

d. reading boosts creativity.

Reading saves much knowledge that can make creativity. The creativity that is gained by reading can be used in whatever area of life.
Based on the functions above, it can be concluded that reading makes smarter, improves students’ vocabulary and language skill, makes knowledgeable and creates critical thinking.

3. The Aims of Reading

A teacher teaches reading skill to the students because it has some aims. It is stated by Anderson (in Tarigan 1986: 214) that there are some aims of reading, namely:

a. reading for understanding: the students read in order to understand the ideas in the text.

b. reading for details of fact: the students read to gain detail information of the text.

c. reading for main ideas: it is to find the problem that will be discussed in reading text.

d. reading for sequence or organization: it is aimed to know the structure of the text.

e. reading for inference: it is to find out the conclusion from the action or ideas in the text.

f. reading for classification: it is aimed to know or to classify the uncommon things in reading text.

g. reading for evaluation: the students will take the value of a text or story to evaluate them.
h. reading for enjoyment: this reading is just for fun. The materials such as fictions short stories and poem.

   Based on the description above, reading has some crucial aims namely reading is for understanding, searching detail of the information of the text, finding main ideas, organizing the structure of the text, finding a conclusion, classifying the uncommon things in reading text, evaluating the story of the text, and creating enjoyment.

4. The Major Components of Reading

   Actually, reading has crucial components to support the readers’ comprehension. According to Leu (1987: 30-38) there are six major components of reading comprehension:

   a. decoding knowledge: it is used to recognize the word so that the students are able to understand the reading instruction.

   b. vocabulary knowledge: it is used to develop the students’ vocabulary knowledge. For example before the students read an article of certain topic, teacher can explain the meanings of unfamiliar words that will appear or the alternative way is teacher applies certain activities that help the students to develop their vocabulary.

   c. syntactic knowledge: it means that from word order in reading text, the students will learn about grammatical function, the meaning of the words and the pronunciation of words.
d. discourse knowledge: it includes knowledge of the structural organization of different types of writing. Knowing the structural organization of different types of writing is useful during reading comprehension. Different forms of writing also help the students to read extensively.

e. readiness aspect: it describes the abilities required for reading and comprehending any particular piece of printed material. Readiness here means that prepare the students to read specific story such as developing background knowledge about the topic of a selection, learning vocabulary words, understanding the purpose for reading the selection, or learning a comprehension skill required to understand the selection.

f. affective aspect: in reading comprehension, it includes both interest and attitude. This will increase motivation and facilitate reading comprehension. All readers comprehend better when they are interested in reading. It means that when they are interesting, they will not find difficulties in finishing assignments from the teacher.

Based on the major components of reading above, those components can influence the students in comprehending the text. The students will comprehend the text perfectly if they mastery the major component of reading.
5. Problems in Reading

Every skill in English especially reading also has some problems. The first problem of reading comes from the difficulty of students in comprehending the text. According to Weta (2011: 2) there are three comprehension’s problems that are faced by the students. The problems are as follow:

a. the length of the text
b. the failure in finding the writer’s message
c. inability in outlining the important points of the text.

Another problem comes from the reading text. According to Tampubolon (in Kurniasih 2007: 63) there are some problems in reading, such as:

a. Lack of sense in contextual punctuation
b. Mistakes caused by the real meaning
c. Lack of sense to find out the real meaning

Based on the problems of reading above, a good teacher should be able to minimize and help the students to solve their reading’s problems. Eventually, the students can read effectively.

6. Recount Text

Actually, the material that will be used for teaching reading is *Recount*. According to Iragiliati (2009: 42), recount is a story which happens in the past. The purpose of *Recount* is to tell the readers what
happened in the past through a sequence of events (in order in which the events occurred).

Recount has three generic structures such as Orientation, Events, and Reorientation. First, Orientation it tells about the participants, who were involved, the setting where the event took place and when it happened. Second, Events tells about the events in chronological order. The last, Reorientation tells about the summary of the events or closing statement.

Then, the language features of Recount is first, use Simple Past Tense, for example went, took, ate, etc. Second, focus on temporal sequences, for example on Sunday, Monday, etc. Third, focus on specific participants, for example I (the writer). The last, use action verb, for example stayed, looked, etc.

Based on the explanation above, Recount is also chosen to be the material of pre test and post test in this research.

7. The Roles of Reading Teacher

Reading teacher has to build good environment in the reading class. According to Maley (2009: 4) there are five roles of reading teacher, such as:

a. motivate students to read

b. provide opportunities for discussion, teamwork, and other social interactions that make reading interesting and fun
c. know strategies and effective practices for engaging students in large groups, small groups, and individual instruction, and for organizing the groups in the most appropriate ways for the learning task. For example, mixed-ability groupings, or groupings differentiated by age, instructional level, developmental stage, or topic of interest.

d. monitor the students' time on task and engagement in the task.

e. provide meaningful feedback on the students’ work, rather than just providing a mark, celebrate their successes, and let the students know where improvements are needed.

To sum up, if the teacher can do those roles above, the teacher will be easier to teach reading to the students. At last, the students can reach their comprehension and also have interesting teaching and learning reading.

8. Reading Assessment

Reading is the process of looking at a series of written symbols and getting meaning from them. In addition, a good reader has to understand what is being represented by the writer in the text. Finally, if the reader and the writer have a same representation, the comprehension will be reached.
Because of the comprehension in reading, the teacher uses some questions to know the students’ comprehension. The questions can be multiple choice, essay, completion, or True and False statement. Actually, those test items have different level comprehension question. According to Leu (in Umami 2011: 15) stated there are three levels of comprehension questions namely:

a. Literal

Literal – level questions asks for information directly in the text.

b. Inferential

Inferential level questions ask for information that is not explicitly stated in the text but, rather, must be supplied by reading between the lines. It means that the reader should determining the answer by making own conclusion.

c. Evaluative

Evaluative – level questions ask readers to make a critical judgment about information in the text.

Based on the explanation above, Literal and Inferential level comprehension question is used to guide the teacher in making students’ exercise especially in the pre test and the post test. It aims for knowing the comprehension level of every student. Scoring rubrics of those levels are as follows:
# Table 1

**Literal and Inferential level of Comprehension question**

## 1.1 Literal Level

<table>
<thead>
<tr>
<th>Score 1</th>
<th>Score 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students are able to answer the questions correctly by relying on literal, word for word, meaning that exists in the text.</td>
<td>The students are not able to answer the questions by relying on literal, word for word, meaning that exists in the text.</td>
</tr>
</tbody>
</table>

## 2.1 Inferential level

<table>
<thead>
<tr>
<th>Score 1</th>
<th>Score 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students are able to answer correctly which are not explicitly stated in the text.</td>
<td>The students are not able to answer correctly which are not explicitly stated in the text.</td>
</tr>
</tbody>
</table>
B. POWER TEACHING

1. The Nature of *Power Teaching*

*Power Teaching* is a technique which produces fun activity in classroom. The students have to follow their teacher’s gesture. 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* can stimulate and encourage students to be active in classroom. It also provides activities which attract students’ attention and require students’ high motivation. (Biffle, 2010: 10)

On the other hand, Angela and Brian as cited in Biffle (2010: 230-232) described that *Power Teaching* is a set of strategies that combines the best attributes of Direct Instruction and Cooperative Learning to create an engaging classroom environment for students and an enjoyable workday for teachers. Direct instruction (DI) here means that each concept is taught one at a time. In micro – lectures, the teacher explains the goals and gives academic feedback to the students immediately. Later on, when the students do not get the points of the material, the teacher will give more reviews. Then, Cooperative Learning (CL) involves students interaction as the basis for learning. The students solve the problems, discuss the ideas, and complete the practice cooperatively.
Based on the definitions of *Power Teaching* above, it can be concluded that *Power Teaching* can eliminate the gap between teacher and students or students and other students. On the other hand, *Power Teaching* can help the students reach their comprehension easily and make the teacher enjoy his or her workday.

2. **The Brain of Power Teaching**

According to Biffle (2010: 41), there are seven powerful teaching rules. It is known as *The Big Seven*. The rules are as follow:

a. *Class-Yes*

This rule is aimed for gaining students’ attention. It is activates prefrontal cortex and it is often called CEO of the brain. The one of the functions of CEO is focusing on attention. By saying “*Class*” and the students say “*Yes*” it will make the students ready for receiving teacher’s instruction.

b. *The Five Classroom Rules*

This rule is given to the students for activating students’ motor cortex. It is the brain’s most powerful area for creating and retaining memories. In this term, the teacher assigns a gesture to each rule because gesture makes the rule entertaining and fun to rehearse. There are five rules in this term, such as:
1) Follow direction quickly

2) Raise your hand to speak

3) Raise your hand to leave your seat

4) Make smart choices

5) Keep your dear teacher happy

c. Teach-Okay

This rule will cause five of students’ most powerful brain areas work effectively. They are visual cortex (seeing gesture), motor cortex (making gesture), Broca’s area (verbalizing a lesson), Wernicke’s area (hearing a lesson), and the limbic system (giving emotional content to a lesson). This term emphasizes the work of the students, because when teacher say “Teach” the students will say “Okay” and then they have to move their body completely toward their neighbors to teach the Five Classroom Rules or the concepts that had been given by the teacher.

d. The Scoreboard

This rule will activate the limbic system of the students. The limbic system is the source of our emotion. When the teacher marks a “Smiley” or “Frowny” on the scoreboard, the students will feel a small, positive or negative emotional jolt.
e. *Hands and Eyes*

This rule creates instant silence, eliminating all learning distractions. Therefore, the prefrontal cortex takes control of brain activity focusing the virtual cortex and the auditory cortex on the lesson at hand. It is done by the teacher when he or she will explain about the big point of the lesson.

f. *Switch*

This rule is used to avoid passive students. When some students explains to their neighbor, some of other students often to be a passive listener. It is time to the teacher to say “Switch” then the students will change their role. In terms of brain structure, classes are often divided between those who are Brocaians (speakers) and Wernikites (Listeners). By using “Switch”, the teacher can easily teach listening skills to the speaker and speaking skills to the listeners.

g. *Mirror*

This rule is a term where the students will learn by mirroring the gestures and activities of the teacher. The scientists have identified mirror neurons scattered throughout the brain that are activated by mimicking the behavior. When the students mirror the teacher’s
gestures and repeat teacher’s words, a powerful learning bond is created between teacher and students.

Based on the explanation above we can conclude that Power Teaching focuses on mimicking the gestures of teacher and creating fun learning which involve the whole brain of the students. This technique also builds a good communication between students and the partner.

3. The Benefits of Power Teaching

Besides of creating fun learning activity in the class, Power Teaching has some benefits. According to Macias (in Biffle 2010: 235-245), the benefits of Power Teaching are as follows:

a. benefits for the Teachers

1) create positive behavior reinforcement

In Power Teaching, the teacher encourages the students to make efforts no matter what the outcome. If the students have correct answers, the class celebrates. When the students do not have a correct answer, everyone respond with “It’s cool!” It aims for creating positive atmosphere where the students are not afraid to have wrong answer. Instead, participating is valued and rewarded.
2) create memory retention

Martinez (2010) as cited in Biffle (2010: 238-239) explained that memory can be stored in images, experiences and language. Actually, Power Teaching utilize visual learning by creating gestures and images for key concepts. An experience is created through cooperative learning pair share discussion and class games. Language is used each day through Teach – Okay. In Teach – Okay, the teacher repeats the amount of information and also adds the complexity of their discussion with their peers. Finally, they can have good memory retention.

3) create students engagement

In Power Teaching classroom participation is expected. Often students are afraid to participate in traditional ways such as raising their hand to ask or answer a question because they fear being different than their peers. However, in Power Teaching classroom, all students discuss questions with partners and small groups to work out problems and share ideas regularly. Therefore, students who participate do not have to fear being different or singled out.

b. benefits for students

1) motivation

Actually, Power Teaching can motivate the students to be active in teaching and learning process. Power Teaching also
provides multiple opportunities for success. Success here means that if the students can participate in sharing ideas, they will get “Smiley” or point. Another success is the students can follow the gestures of the teacher and follow the rules of Power Teaching. They will get many points from the teacher, so that there is no passive student in Power Teaching class. They involve themselves with the activities of Power Teaching to get points. Therefore, they are motivated to be active in teaching learning process.

2) student-centered learning

Student-centered learning is another quality of Power Teaching strategies. Power Teaching micro-lectures begin with the teacher giving a few chunks of information that are repeated by students. The teacher adds speed and complexity as the students show comprehension. Review is given as much or little as needed. This is a huge benefit for students because it creates a learning environment where practice is the main focus, not performance or assessment. Students are not assessed on knowledge in a formal manner until they have already had multiple opportunities to practice in cooperative groups and as individuals.

Based on the benefits of Power Teaching above, it can be concluded that Power Teaching gives huge benefits to the students.
4. The Rules of Power Teaching

Every technique has some rules that can be followed. It will lead the teacher to apply the rules of a certain technique in the class. 

Power Teaching also has some rules. According to Biffle (2010: 222), there are seven rules of Power Teaching such as:

a. The Attention Getter (Class – Yes)

The first rule of Power Teaching is “Class-Yes”. Class-Yes! is an action to gain students’ attention, the teacher says “Class!” or “Class!” “Class!” or “Classity!” “Class!” with various tones of voice and students respond, “Yes!” or “Yes!” “Yes!” or “Yessity!” “Yes!”.

Actually this activity gives teacher a simple, entertaining technique to gain students’ attention. The reason why the teacher use “Class-Yes!” are:

1) Quicker : it means that “Class-Yes!” is faster than “1,2,3…… eyes on me” and other attention getters.

2) Echo : students’ saying “Yes!” amplifies the teacher’s request for attention.

3) Variety : changing tones of voice and cadence makes class-yes entertaining.
4) Magic: something wondrous is turned on in students’ brains as if they are programming themselves to receive instruction.

Moreover, there are five use of “Class-Yes!” namely:

1) Start a lesson

2) Reduce hub-bub

3) Crowd control

4) Interrupt class activity

5) Before entering or leaving the class

Actually, the teacher has to deliver “Class-Yes!” activities variously. It means that the teacher can use many kinds of various tone and cadence. According to Maestra as quoted by Biffle (2010: 52) the “Class-Yes!” activity is quite effective, but if the teacher doesn’t occasionally vary the way of saying “Class!” some of them will eventually ignore the teacher. To solve this problem, the teacher consistently uses “Class!” to gain the students’ attention but occasionally vary the tone. The teacher’s voice can be high, low, funny, serious, growling, robotic, froglike, super fast, super slow, pretend angry, etc. It indicates that the variation that is made by the teacher will create fun learning and good motivation to the students in joining teaching and learning process.
b. *The Organizer (Five Classroom Rules)*

*Five Classroom Rules* should be rehearsed to the students at least once a day with gestures. The teacher says the rule number and students repeat the rule number and rule. For example the teacher says, “Rule 1” and the class say, “*Rule 1: Follow directions quickly*” and makes the Rule 1 gesture. It will be done until the fifth rule and the students have to imitate the teacher gestures. It is stated by Biffle (2010: 222) that there are five variations of the gesture in each rule:

1) **Rule 1: Follow directions quickly!**

   Gesture: raise one finger, then swim your hand rapidly through the air. To use this rule in class, count aloud beginning at one, to “time” various activities like opening books, lining up, being seated. Keep track of class times; when the class does well, give them a *Smiley* mark.

2) **Rule 2: Raise your hand for permission to speak.**

   Gesture: raise two fingers then make a talking motion with your hand. To use this rule in class, when a student speaks without raising a hand, say “*Rule 2!*** Your class responds, “*Rule 2: Raise your hand for permission to speak***.”
3) **Rule 3 : Raise your hand for permission to leave your seat.**

   Gesture: raise three fingers, then walk two fingers through the air.) To use this rule in class, follow the same procedure as for Rule 2.

4) **Rule 4 : Make smart choices.**

   Gesture: raise four fingers then tap your temple three times with one finger.) To use this rule in class, follow the same procedure as for Rule 2.

5) **Rule 5 : Keep your dear teacher happy!**

   Gesture: raise five fingers then use both hands framing your mouth and make a smiley face.) To use this rule in class, follow the same procedure as for Rule 2.

Those are aimed for entertaining the students and also making good memorization. Actually, this activity can be replaced based on the condition. If the teacher is teaching reading, or math it means that the activity is giving reading material or math. The material can be given by creating some gestures to make fun learning. Eventually, the students will not get bored and they will enjoy the learning.
c. The Whole Brain Activator (Teach – Okay)

In this activity, the teacher will speak briefly using gesture and usually no more than 30 seconds to 1 minute. Then clap hands one to five times and say “Teach!” the students repeat teacher’s hand clap and say “Okay!”. They make a full body turn to their neighbor and using gestures teach their neighbor what the teacher has taught the class. While students are teaching each other, move around the class to check their comprehension. Actually, this activity forces the students to gesture what had been taught. The students who are listening, but do not know what gestures to use ask them to mirror the gestures of students speaking. Praise students who are energetically on task then briefly encourage students who are off task to become more involved (usually this means, asking them to make gestures as they speak or listen). Finally, this activity creates active and autonomous students. Integration and good communication will be easily made in this session. The students also feel relax to share or explain the material without threatening or afraid doing mistakes.

d. The Motivator (Scoreboard)

The Scoreboard is to keep the students intensely involved, make Smiley or Frowny diagram on the front board. The teacher
also can use symbol or terms beside Smiley or Frowny. Here is the picture of the Scoreboard using Smiley and Frowny.

There are some variations of the Scoreboard symbols beside Smiley or Frowny, such as:

1) Empress of the Universe and Earthlings
2) Captain and Crew
3) More Recess and Less Recess
4) Cool and Not Cool
5) Groovy and UnGroovy
6) Extra Credit and Dextra Credit
7) Plus and Minus.

Those variations of Scoreboard have same function with Smiley or Frowny. If the students succeed to create positive behavior they will be awarded by Smiley point. Then if they fail to create it, they will be given Frowny. Commonly when the students
get *Smiley*, the teacher will ask the students to clap their hands and shout “*Oh Yeah!*”. Later on, the students who get *Frowny* have to lift their shoulders and give a “*Mighty Groan*”.

e. *The Class Unifier (Mirror)*

Mirror is the simplest and most powerful activity. The teacher says “*Mirror*” and the students respond “*Mirror*”. They then pick up their hands ready to mimic teacher’s gestures. As students imitate the motions teacher uses to teach a lesson, their motor cortex, the brain’s most reliable memory area, is automatically engaged. In general there are three kinds of gestures that can be used while teaching. They are:

1) Casual: talking with your hands.

2) Graphic: gestures that tell a story or describe a process.

3) Memory: gestures linked to state standard or core concepts. Every memory gestures should be unique.

*Mirror* has some uses in the teaching and learning process, they are:

1) to tell a story,

2) to teach a state standard,

3) to be crowd control,
4) to describe a process,

5) to wake up a sleepy class,

Based on the explanation above, there are four reasons why Mirror is important to be applied in the teaching and learning process. The reasons are as follow:

1) When the students mirror teacher’s gestures, their motor and visual cortices are activated, and teacher often gets 100% students engagement.

2) Teacher’s gestures give students example of gestures to use when teaching their neighbor.

3) When students speak using gestures or listen while mirroring gestures, teachers immediately see who is on task.

4) Mirroring gestures is more stinking fun than listening to lecture.

Mirror also can be changed by other variations of it. There are six variations of Mirror, such as:

1) Mirror Check : swing your arms around as if doing exercise (great to wake up students and teachers on sleepy afternoon.)
2) **Memory Gestures**: link a core concept or state standard to a gesture. Make the gestures and students say the term; say the term and students make gestures.

3) **Itty Bitty Mirror**: make small gestures (students will giggle as they mimic you).

4) **Crazy Giant Gestures**: make ENORMOUS gestures (students will giggle as they mimic you).

5) **Mirror Words**: say “Mirror words” and students respond “Mirror words”. As you speak, they repeat your gestures and words.

6) **Mirror Lecture**: say “Mirror lecture” and students respond “Mirror lecture”. Speak slowly but do not gesture, students create gestures to mirror your word.

Based on the explanation above, it guarantees the students will enjoy and happy to join the class. By giving the variations of *Mirror* in every teaching or in the late afternoon when the students feel drowsy will wake up them and get the blood pumping.

**f. The Involver (Switch)**

*Switch* is used for changing the role of the students. Count the class off in 1s and 2s. When students are teaching their neighbors, after *Teach-Okay*, the 1s teach with gestures and the 2s mirror the
gestures. When the teacher shouts, “Switch!” all students shout “Switch” and the 2s teach and the 1s mirror their gestures. Even more fun, students can shout “Uh, oh! Switch!” and then they reach up and pull down a large, imaginary switch ... and then teach their neighbors. Actually there are four reasons why “Switch” is important, namely:

1) Chronic talkers learn listening skills, chronic listeners learn speaking skills.

2) English language learners have continuous opportunities for language development.

3) When students speak using gestures, or listen while mirroring gestures, teachers immediately see who is on task.

4) Switching with your neighbor is more fun than listening to a teacher lecture.

Based on the reasons above, it can be concluded that “Switch” can eliminate passive students and sleepy class. The students have to involve themselves to explore their mind and getting the reward. The teacher also can use some variations of Switch, they are:

1) **Odd number**: If you have an odd number of students, make one group 1, 2, 1 or you pair with the left over students, or let the students teach her.
2) *Complex lessons*: when the students are teaching each other difficult material, switch them back and forth several times. The teacher will walk around and check their comprehension.

3) *Stand up / Sit down*: the teaching student stands while the learning student sits. (Students love to move!)

4) *Tag team*: when a student finishes an explanation, she tags her listening partner with a high five and the partner begins his explanation...switching without *Switch*!

g. *The Focuser (Hands and Eyes)*

*Hands and Eyes* is done when teacher has an important point to make, say “*Hands and Eyes!*” your students say “*Hands and Eyes!*” and fold their hands and stare at teacher intensely. Actually, *Hands and Eyes* has important role because in teaching often alternates between small and big points, then *Hands and Eyes* emphasizes the big point. There are three variations of *Hands and Eyes*, they are:

1) **Class-Yes follow up**: If students aren’t completely focused after your Attention Getter, say “*Hands and Eyes!*”.

2) **Really Big Point**: (Excited tone of voice) *Hands! Hands! Hands and Eyes!!!*
3) Freezer: students are too antsy (in line, before leaving for lunch, on playground). It is important to get instant focus and settle them down with Hands and Eyes.

Based on the rules of Power Teaching above, it can be concluded that Power Teaching creates fun learning activity in the class.

C. The Procedure of Teaching Reading using Power Teaching

Previously, there are seven rules in Power Teaching that can be used to teach reading. The seven rules of Power Teaching are very interesting to be applied in teaching reading.

According to Biffle (2009: 4), here are the procedures of teaching reading using Power Teaching:

1. The Attention Getter (Class-Yes): to gain students’ attention, the teacher says, “Class!” or “Class! Class!” or “Classity, Class!” with various tones of voice and students respond, “Yes!” or “Yes! Yes!” or “Yesity Yes!”.

2. The Organizer (Classroom Rules): Rehearse class rules at least once a day with gestures. The teacher says the rule number and students repeat the rule. For example, the teacher says “Rule 1” and the class says, “Follow directions quickly!” and makes the Rule 1 gesture.

3. The Whole Brain Activator (Teach/Okay): Speak briefly, using gestures, usually no more than 30 seconds to 1 minute!. Then clap your
hands (one to five times) and say, “Teach!” Your students repeat your hand clap, and say “Okay!” Then they make a full body turn to their neighbor and, using gestures, teach their neighbor what you have just taught the class. While students are teaching each other, move around the class; check for comprehension. (All students should be gesturing! Students listening, mirror the gestures of students speaking). Praise students who are energetically on task; briefly encourage students who are off task to become more involved (usually this means, asking them to make gestures as they speak or listen).

4. The Motivator (The Scoreboard): To keep your students intensely involved, make a Smiley/Frowny diagram on the front board. (Use Teacher vs. Students in secondary school.) When students are on task, mark a Smiley point. Then point at them; they clap their hands and exclaim, “Oh, yeah!” When students are off task, mark a Frowny point. Then point at them and students lift their shoulders and groan, “Awww!” (Never let the difference between Smiley and Frowny points be greater than 3). If you reward too much, students lose energy (the game is too easy). If you punish too much, students become unhappy (the game is too hard.) At the end of the day, if there are more Smiley points than Frowny points, students can play a learning game for twice the number of minutes that they have earned in Smiley points. For example, if they have 2 Smiley points, they have earned four minutes of game time.
5. **The Class Unifier (Mirror):** When you want your class deeply involved in your lesson, hold up your hands, ready to make gestures, and say “Mirror!” Your class says, “Mirror!” picks up their hands and mirror your gestures as you teach.

6. **The Focuser (Hands and Eyes):** When you have an important point to make, say “Hands and Eyes!” Your students say “hands and eyes!” and fold their hands and stare at you intensely.

7. **The Involver (Switch):** Count your class off in 1s and 2s. When students are teaching their neighbors, after Teach-Okay, the 1s teach with gestures and the 2s mirror the gestures. When you shout, “Switch!” all students shout “Uh, oh! Switch!” and then they reach up and pull down a large, imaginary switch. Then the 2s teach and the 1s mirror their gestures.

D. **The Procedure of Giving Students’ Exercise using Power Teaching**

After knowing the procedure of teaching reading using *Power Teaching*, teacher should test the students’ comprehension. According to Biffle (2009: 25) there are some steps of *Power Teaching Test*. The steps are as follow:

1. Step 1 : Question : ask a question. The question deals with the material.

2. Step 2 : Answer : Give the answer to the question, in kid friendly language, accompanied by a gesture.
3. Step 3 : Expand : expand the answer with examples, brain toys, diagrams, or explanations.

4. Steps 4 : Test : test for comprehension with the Yes – No Way, QT or other test.

Actually, in the Yes – No Way test, the teacher gives two texts. Then the students read the first text, after that they have to face down the text and prepare themselves for the teacher’s questions. The questions relate to the text that had been read by the students. For example, “does they go to the Parangtritis beach?”. If the answer is “yes”, students pump their fists and exclaim “yes!”. If the answer is “no”, students point their fingers at their foreheads and then extend their arms outward, exclaiming disbelief, “no way!”. The Yes – No Way test provides teachers with a visual overview of students’ comprehension.

A second test is “Quick Test” or “QT”. The teacher says, “QT”; students respond “Cutie” and cover their eyes. The teacher makes true/false statements. For example, “Andi’s family went to the Parangtritis beach last Sunday”. If the answer is true, students silently give a thumbs up gesture. If the answer is false, students silently give a thumbs down gesture. QT provides a clear picture of individual students’ understanding.
Later on, if 90% of the class passes both tests, the teacher should go on step 5. If not, the teacher should cycle back to the step 3 and reteach the concept with the new material.

5. Step 5: Critical Thinking: the teacher gives students tasks that require they use what they have learned in a critical thinking context. A key component of these tasks often involves writing. The teacher can use the current concept in as many sentences as possible that also contain the word “because”. For example, Andi’s family went to the *Parangtritis* beach, because.........................”. Then, the students have to find the answer by mentioning the reason. Finally, this test will rehearse the critical thinking of each student.

Based on the procedure above, it can be concluded that *Power Teaching* can be effective teaching for teaching reading. *Power Teaching* can create fun learning environment and help the students to comprehend the text well.

E. The Previous Work of *Power Teaching*

Actually, there is a relevant previous research of *Power Teaching* that was conducted by Putri (2011: 1). In her thesis *Penerapan Model Power Teaching dan Cooperative Script untuk Meningkatkan Ketrampilan Menulis Bahasa Indonesia dalam Meringkas Isi Wacana Cerita Kelas V SDN Ketawanggede 1 Kota Malang*, she concludes that *Power Teaching* can improve the students’ writing skill especially in making summarize.
Based on the previous research above, this research has different focus. This research focuses on reading skill and it will be done to know the effectiveness of Power Teaching for teaching reading at the second graders in one of Junior High Schools in Banyumas.

F. Basic Assumption

Power Teaching gives the students pleasure in learning reading. Students can be easier in learning the reading material and in interacting with others because Power Teaching provides seven rules that are interesting to be followed. Thus, it is assumed that Power Teaching is effective in teaching and learning reading.

G. Hypothesis

The hypothesis of this research is that Power Teaching is effective for teaching reading in one of Junior High Schools in Banyumas especially in the second graders in academic year 2011/2012.