

**THE EFFECTIVENESS OF POWER TEACHING FOR TEACHING  
READING**

**(An Experimental Research at the Second Graders of SMP N 1 Banyumas in  
Academic Year 2011/2012)**



**A THESIS**

**Submitted to the English Department as a Partial Fulfillment  
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## DEDICATION

*This thesis is dedicated for:*

- ❖ *My beloved mom who always give me support, motivation, advice, pray and endless love. You are my inspiration and my spirit to finish my thesis. I love you so much.*
- ❖ *My beloved sisters (Ibu Eki, Nadia and Isnaeni) who always accompany me and make me strong.*
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## MOTTO

**“ If you wanna your dreams come true....wake up!!!”**

**(Chef Degan-Master Chef)**

**“Tidak perlu khawatir jika berjalan perlahan – lahan, dibandingkan dengan mereka yang berjalan cepat. Karena, orang yang berjalan lambat, mampu melihat hal – hal lebih jelas dan akan lebih berhati – hati dalam melangkah dibandingkan orang yang berjalan cepat.”**

**(Mr. Kang Oh Hyuk-Dream High Eps. 8)**

**“Tidak ada pilihan yang mengandung resiko. Tapi, orang yang sukses bisa menyikapi resiko, karena resiko bukanlah musuh melainkan teman yang setia”.**

**(Menebus Impian)**

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In writing this thesis, there are still many weaknesses in, as there is nothing perfect in the world, so any criticism and suggestions from the readers are needed to make it better. It is expected that this thesis will give valuable things particularly for educational field and also those who are interested.

Purwokerto, July 2012

Vara Agustina



## TABLE OF CONTENT

	Page
TITLE.....	i
APPROVAL.....	ii
DEDICATION.....	v
MOTTO.....	vi
PREFACE.....	vii
TABLE OF CONTENT.....	ix
ABSTRACT.....	xi
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiii
LIST OF APPENDIX.....	xiv
CHAPTER I INTRODUCTION.....	1
A. The Background of the Research.....	1
B. The Reasons for Choosing Topic.....	2
C. The Problem of Research.....	3
D. The Aim of the Research.....	3
E. The Limitation of the Research.....	3
F. The Clarification of the Terms.....	3
G. The Contribution of the Research.....	4
CHAPTER II LITERATURE REVIEW.....	6
A. Reading.....	6
1. The Definition of Reading.....	6
2. The Functions of Reading.....	7
3. The Aims of Reading.....	8
4. The Major Components of Reading.....	9
5. Problems in Reading.....	11
6. Recount Text.....	11
7. The Roles of Reading Teacher.....	12
8. Reading Assessment.....	13
B. <i>Power Teaching</i> .....	16

1. The Nature of <i>Power Teaching</i> .....	16
2. The Brain of <i>Power Teaching</i> .....	17
3. The Benefits of <i>Power Teaching</i> .....	20
4. The Rules of <i>Power Teaching</i> .....	23
C. The Procedure of Teaching Reading using <i>Power Teaching</i> .....	34
D. The Procedure of Giving Students' Exercise using <i>Power Teaching</i> .....	36
E. The Previous Research Work of <i>Power Teaching</i> .....	38
F. Basic Assumption .....	39
G. Hypothesis.....	39
CHAPTER III RESEARCH METHODOLOGY .....	40
A. The Method of Research .....	40
B. The Place and Time of Research.....	41
C. The Object of Research.....	41
D. The Technique for Collecting Data.....	42
E. The Technique for Analyzing Instrument.....	43
F. The Technique for Analyzing Data .....	49
CHAPTER IV RESULT AND DISCUSSION .....	50
A. Result .....	51
B. Discussion .....	60
CHAPTER V CONSLUSION AND SUGGESTION.....	64
A. Conclusion .....	64
B. Suggestion.....	66

REFERENCES

APPENDICES

## ABSTRACT

### THE EFFECTIVENESS OF POWER TEACHING FOR TEACHING READING (An Experimental Research at the Second Graders of SMP N 1 Banyumas in Academic Year 2011 / 2012)

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This research was aimed to find out the effectiveness of *Power Teaching* for teaching reading. This research was conducted at SMP Negeri 1 Banyumas in academic year 2011/2012. The experiment research was carried out on February 2012. The total sample of this research was 66 students. The students were divided into two classes, VIII F and VIII B. VIII F was as the experimental class that is taught by *Power Teaching* and VIII B was as control class that was taught by classical technique. To get the sample, this research used purposive cluster sampling. In the collecting data, this research used test, pre-test and post-test, which was in the form of multiple choice. Pre-test was given before the treatment was done and post-test was given after the treatment was done.

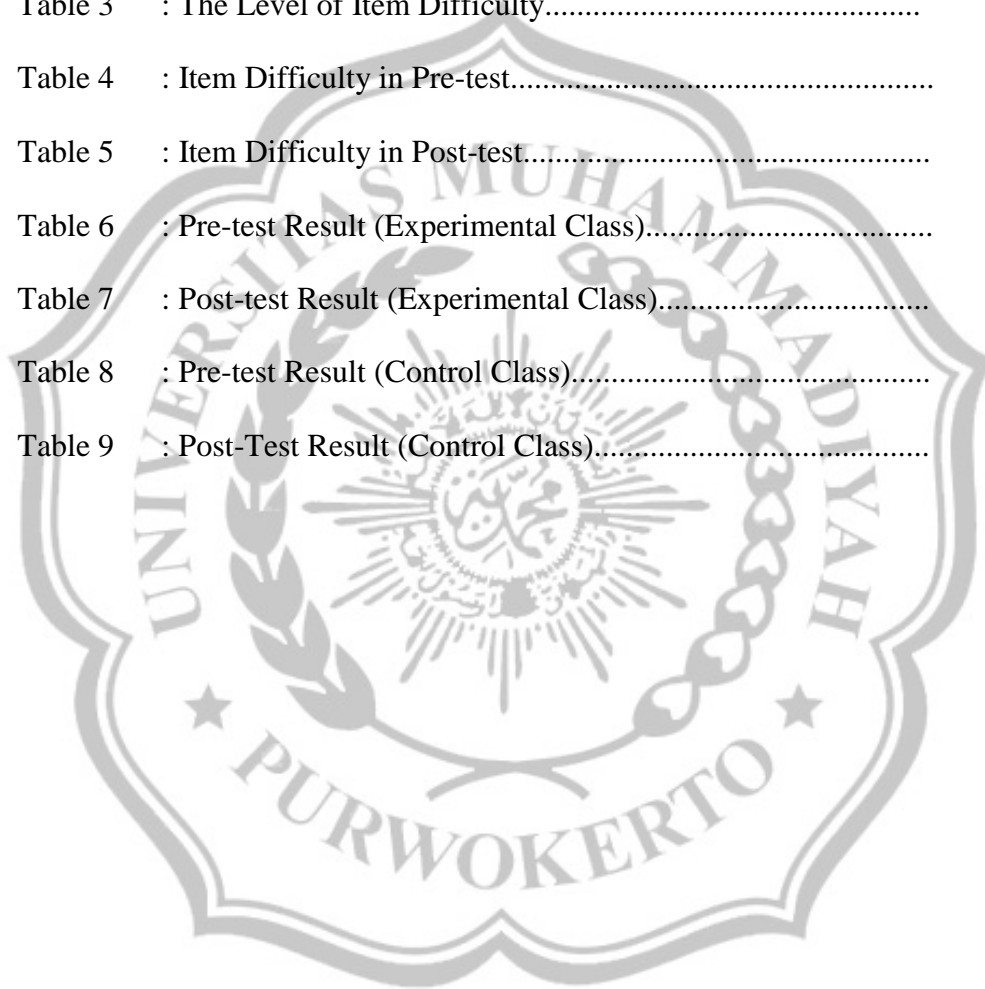
Based on the result, it was found that *Power Teaching* was effective for teaching reading. It can be seen by the result of t-test; it was 2,126, and the result of t-table at significant level 0,05 with degree of freedom 64 was 1,669. Then, the calculation of t-obtained with t-table was concluded that t-obtained was higher than t-table ( $2,126 > 1,669$ ). Finally, the hypothesis of this research that *Power Teaching* is effective for teaching reading was accepted.

Keywords: power teaching, teaching technique, teaching reading



## List of Tables

	Page
Table 1 : Literal and Inferential level of Comprehension question.....	15
Table 2 : The Schedule of Research.....	41
Table 3 : The Level of Item Difficulty.....	47
Table 4 : Item Difficulty in Pre-test.....	48
Table 5 : Item Difficulty in Post-test.....	49
Table 6 : Pre-test Result (Experimental Class).....	51
Table 7 : Post-test Result (Experimental Class).....	53
Table 8 : Pre-test Result (Control Class).....	54
Table 9 : Post-Test Result (Control Class).....	55



## List of Figures

	Page
Figure 4.1 : The Comparison of Pre-Test Result.....	57
Figure 4.2 : The Comparison of Post-test Result.....	58



## List of Appendix

<b>Appendices A.....</b>	<b>73</b>
Appendix 1 : Item Analysis of Pre Test.....	74
Appendix 2 : Item Analysis of Post Test.....	77
Appendix 3 : Calculation of Validity Post Test.....	80
Appendix 4 : Calculation of Reliability Post Test.....	81
Appendix 5 : The Score of r table.....	82
Appendix 6 : Measuring t-value.....	83
Appendix 7 : Computation of t-test.....	84
Appendix 8 : t – table.....	85
<b>Appendices B.....</b>	<b>86</b>
Appendix 1 : Instrument of Measurement.....	87
Appendix 2 : Lesson Plan.....	103
Appendix 3 : The Teacher Activities using <i>Power Teaching</i> .....	146
Appendix 4 : Media of Teaching (1 <sup>st</sup> & 2 <sup>nd</sup> meeting).....	152