

THE USE OF POW-TEGA IN TEACHING SPEAKING TO THE TENTH GRADE STUDENTS OF THE SENIOR HIGH SCHOOL PGRI 2 OF PALEMBANG

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Abstract

The problem of this study was: “Is there a significant difference between the students who taught by PowTega strategy and those who are not to the tenth grade students of the Senior High School PGRI 2 of Palembang?”. The objective of the study was to find out whether or not there is there a significant difference between the students who taught by Pow-Tega strategy and those who are not to the tenth grade students of the Senior High School PGRI 2 of Palembang. This study applied an experimental control group design with two classes. the pretest-posttest group design. The population of the study was all of the tenth grade students of Senior High School PGRI 2 of Palembang consisting of 8 classes with 228 students as the whole number. The sample was 72 students divided into two classes: experimental and control groups. The sample was taken by using cluster random sampling. In collecting the data, the writer used speaking or oral tests. The tests were given to the students about descriptive text which focus about describing country. Based on the result of the data analysis, the findings of the study showed that the speaking scores of the tenth grade students taught through Power Teaching Game (Pow-Tega) Strategy were higher than those of the ones taught through conventional method of Senior High School PGRI 2 of Palembang. In experimental group, the highest post-test score was 74, the lowest post-test score was 66, and the average was 66.91 while 70 was the highest score in control group, the lowest post-test score was 64, and the average was 67.19 Ho was rejected and Ha was accepted. It means that there was significant difference in teaching speaking skill to the tenth grade students of Senior High School PGRI 2 of Palembang who are taught by using Pow-Tega strategy and those who are not. Besides, proved that the students’ scores in post-test were higher than in the pre-test. It implies that the use of Pow-Tega strategy brought improvement to students’ speaking skill and it could be used as an alternative strategy in teaching speaking.

Keywords: *Speak, Pow-Tega Strategy, Teaching, Speaking*

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Introduction

Speaking is one of the language skills which help students in the process of learning English. By speaking, we can express ideas, give instruction, give opinion, and ask someone to do something. Speaking is one of the four skills of English that is called productive skill. Because, by using speaking students are able to produce the language themselves. It is concerned with the ability to utter words or articulate sounds with the ordinary voices. Furthermore, Richards (2008:19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Therefore, student who wants study the foreign language should master the speaking skill.

According to Richards (2008:20), “it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills”. So, it can be included that speaking is one of the most important part in learning language especially English. Furthermore, speaking is one of a productive skill that can be directly information given and empirically observed.

Beside the productive of speaking skill the students need fluency and accuracy comprehensibility in speaking. In other, the students are able to communicate to another and give reflection to understand what he is talking about. It coupled with Efrizal (2012:127), “speaking is one way to communicate which ideas and through a message orally. To enable students to communicate, we need to apply the language.”

The writer assumed, since people always consume information or news from media such as television or social media and enjoying the way the person who deliver news or Information on

mass media like news reporter. It leads to an idea thinking of this as a way of an enjoyable learning method in improving speaking skill.

Speaking is very important, since it is the most used skill when someone wants to transfer messages and exchange information. Richards (2008:19) concerns that the mastery of speaking skill in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English learning on the basis of how much they have improved to their spoken proficiency.

Before did this research at Senior High School PGRI 2 of Palembang, the writer interviewed the English teacher at that school about the students problems in understanding English. Based on the information that the writer got from the English teacher, the students got the difficulties in speaking English well. Although students had been earning English for many years, most of students had some problems to speak English well. It was because the students less of vocabularies and motivations to speak English well. Moreover, the students did not feel confident to talk in front of people, and they rarely practiced their speech. Therefore, they could not speak English well.

Having the problem above, the writer did a research to teach speaking skill by using Pow-Tega (Power Teaching Games) Strategy. The pow-tega strategy is a simple strategy where the students studied while they are playing a game. By using a game they could learn easier and also enjoyed the class. The purpose of this study is to examine Pow-Tega strategy and how to implement it to teach speaking skill.

In this research the writer concerned on speaking skill of the students, because speaking is one of

basic way of communication that people use in daily life. The writer found that some students' difficulties in learning speaking. There were some problems in this study. The students have some difficulties in speaking because they lack of vocabulary. Secondly, students did not feel confident to speak up in front of people. Thirdly, students rarely practice to speak up.

The objective of this study is to find out whether or not there is a significant difference between the students who taught by Pow-Tega strategy and those who are not to the tenth grade students of the Senior High School PGRI 2 of Palembang.

Literature Review

Teaching

According to Gage (2009:2), in that language teaching, teachers are always motivated to select a certain strategy that evidently effects to change the students behaviour. Teaching is also important in terms of a kind of ethical imperative. Nations require that their young people have frequent contact, for long periods, with adults called teachers. According to Crawford, (2015:10), "Teaching is more than a set of methods. Teaching well means addressing a set of objectives, for a particular group of students, at a certain point in the school year, with certain resources, within a particular time frame, in a particular school and community setting." Therefore teaching is the activities of interaction between teachers and students over a subject in class

According to Moran, (2008:ix), "teaching is an activity engaged in by a person called the teacher with a group of pupils (often just called children)." According to Chambers, et al., (2006:40), "a complex of activities, strategies, mechanisms, invitations, stimuli and rhetorical ploys designed to

help students learn and to become better learners."

Based on explanation above, the writer concludes that teaching is more than a set of method but teaching is a complex activities, such as addressing a set of objectives, motivator, strategies, mechanisms, stimuli and rhetorical ploy designed, which engaged relationship between teacher and students, and also build the students learning attitude as a purpose.

Speaking

As we know speaking is one of English skill that the most difficult, because there are some aspects that help students to speak; such as pronunciation, structure of sentences, grammar and vocabulary. Similarities opinion to Thornbury (2015:1), "Speaking was assumed that the ability to speak fluently that is followed naturally by grammar and vocabulary, with a bit of pronunciation thrown in."

According to Wahyuni (2017:27), "Speaking is very important skill. By having a good active English, it will give us a lot of advantages especially in this modern era. There are some reasons why we should teach speaking to our students." Moreover according to Thornbury (2005:6), "Speaking is so much a part of daily life that we take it for granted." Speaking help us in expressing our ideas and feeling through speech to someone we meet and also speaking concerns with the use of the language daily in which people need to communicate with each other, it is more complicated that it seems at first and involves more than just pronouncing word. In this time people tend to use some electronic media to communicate, such as telephone, radio, television and social media application, this condition conduct people using their speaking skills.

According to MCDonough and Shaw (2013:156), “Speaking is not the oral production of written language, but involves learners in the mastery of a wide range of sub skills, which added together, constitute an overall competence in the spoken language.” Therefore, as the next teacher generation, the teachers should involve their students to memorize some vocabularies and many grammar’s rules and don’t give them the opportunities to practice and perform their speaking skill in the class.

Speaking activities provide rehearsal opportunities or chances to practise real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know and provide feedback for both teacher and students. Everyone can see how well they are doing. This can be both how successful they are and also what certain language problems they are experiencing so far. Finally, the students have more activities to activate the various elements of language they have stored in their brains. In another hand, language is primarily speech. There are many languages in the World. Not all of them have script to communicate through writing but they are spoken.

In conclusion, the definition of speaking skill is the ability to utter words or sounds with the ordinary voice or the ability to communicate vocally or to have conversation through practice, training, or talent.

Conventional Method

Conventional method refers to the traditional way of teaching wherein most of the time lecture method is used. This method of teaching is textbook centered, teacher dominant, exam-oriented. According to Vadakedath’ et al (2018:2),

In traditional class-room teaching, although we deal with processes of human disease, what is very important for a teacher is to know how much the learners can understand it. From the era when only chalk and board was the method of choice for teaching, currently there are several teaching methodologies available that include the audio-visual aids, overhead projection, PowerPoint presentations, computer graphics and videos.

Based on explanation above, the writer concludes that conventional method is the traditional way in the teaching method. Which is using chalk and board for the teacher, while for the students; they are using pen and book.

Pow-Tega Strategy

Pow-Tega is an abbreviation from Power Teaching Games. According to Bunyamin (2011), Pow-Tega Technique (Power Teaching and Game) is a learning model with a contextual approach that combines Power Teaching techniques with games. Power Teaching is a learning technique developed by western countries and pioneered by teachers in America. This method is quite interesting, because it can increase the attention and concentration of students.

According to Palasique (2009:4), “the strategies I learned from Whole Brain Teaching formerly known as Power Teaching workshop I attended in the fall. It is an educational reform, which is a participatory instruction method”

According to Wahyuni (2017:28), “It is a technique that combines Power Teaching Technique and Games Technique. By using this technique, it creates a good atmosphere for speaking class. Power teaching is a technique which is used to engage students to speak actively and become more creative in the classroom activity.

In the other hand, the Game technique makes students feel fun and easier to follow the teacher's instruction.

Based on the explanation above, Pow-Tega technique is the combination of Power Teaching technique and Games techniques. Moreover, Power Teaching technique is the same as whole brain teaching method that is used by many countries to teach speaking. Therefore this strategy covered every student to have four brain areas that require for close attention by using games. The four brain areas correspond to four learning activities to address the holistic need of an individual.

According to Biffle (2013), the principles of Power Teaching Game that was used by writer are :

1. Class-Yes

The Class-Yes principle is used by the teacher to get students' full attention before or during teaching process. In this principle the teacher opens the class by saying "class" and the students should reply it by saying "yes" with the same intonation and gestures with the teacher. The teacher can use "Class-Yes" principle to keep students focus on the teaching and learning process. Therefore, if the teacher says, "classy, class, class, class!" the class must respond it with "yessy, yes, yes, yes!"

2. Five Classroom Rules

There are five rules in Whole Brain Teaching. It is used to ensure that the students understand the rules, but it will also help the teacher if the students do not follow the rules. The rules and gestures are as follow:

- a. Following directions quickly!
- b. Raising your hand for permission to speak!
- c. Raising your hand to leave your seat!
- d. Make a smart choices!
- e. Keeping your dear teacher happy!

3. Teach-Okay

It is the most powerful of Whole Brain Teaching's learning activities. After the teacher gives the explanation for about one minute. The students will work in pair to share their knowledge. Then when the teacher says "teach", the students will respond it with "okay", and find their partner directly to teach each other and it can be done for many times in order to get a good result in the end of learning process.

4. The Scoreboard

Scoreboard is used to motivate the students after doing "teach-ok". In this principle, the teacher will give a good emoticon if they do a good working. In the other hand, if they do a bad working they will also get a bad emoticon.

5. Hands and Eyes

It focuses all mental activity on seeing and hearing the teacher's lesson.

6. Mirror

In this principle, the teacher will incorporate their own gestures, songs or chants in this portion of the lesson and the students are expected to "mirror" the teacher after the teacher says "teach" and he class responds "Okay".

7. Switch

All the students have to involve themselves in teaching learning proces. In this part, they will not teach with the same student in a time. Therefore, in order to get every student involved in the lesson, the teacher will direct the students to "Switch!" the students will answer "switch!" and the teacher of the group will rotate. From the seventh principle above, the writer applied some of it to the students to find out the influence.

Procedure of the Use of Pow-Tega to Teach Students’ Speaking Skill

The procedure of Pow-Tega strategy is based on the theory of Bunyamin (2011:12), in the speaking class, there are some important activities. It integrates Power Teaching Technique and Game where the game could be modified by the teacher based on the condition and necessity of speaking activity in the classroom.

According to Wahyuni (2017:30), In teaching speaking by using Pow-Tega strategy, the activity is Scrabble Game for BKOF (Building Knowledge of the Field). Secondly, the next activity the teacher will explain what descriptive paragraphs are by applying the principle of power teaching game. The students use their mind to describe what they see and hear to make it look real. They need specific word to describe specific details through speaking. Therefore, the teacher should prepare her material first. When the teacher enters the classroom, the teacher already knows what they will going to do, and how to run on the learning process.

The following are the procedures of teaching speaking by using Pow-Tega descriptive paragraphs in the theme “describing place” with the topic “country” to the tenth grade students of Senior High School PGRI 2 of Palembang.

Methodology

The population is selected to investigate the perspectives of the needs for ESP course among the students, teachers of ESP, and professional engineers. Thus, participants f selected using intact sampling technique to collect the relevant information. The sample of study was the students of Mechanical Engineering Study Program at Tridinanti University. To accurate the data, the students are

taken all as samples of this study with the total 111 students that are represented to administer PSA questionnaires. This descriptive research intended to identify students’ present situation in English class.

In this research, the writer used true experimental design with two classes. The first class had given a treatment by using Pow-Tega strategy, where this is called as experiment group. The second class is a control class, where this class is not taught by using Pow-Tega strategy. According to Fraenkel, et al., (2012:270), “The essential ingredient of a true experimental design is that subject are randomly assigned to treatment groups.” Frankel, et al., (2012:271), stated that

Randomized pretest-posttest control group design differs from the randomized posttest-only control group design solely in the use of pretest. Two groups of subject are used, with both groups being measured or observed twice. The first measurement servers as the pretest, the second as posttest. Random assignment is used to form the groups. The measurements or observations are collected at the same time for both groups.

Following is the diagram of randomized pretest-posttest control group design

Treatment Group	R	O ₁	X	O ₂
Control Group	R	O ₁	C	O ₂

(Fraenkel, et al., (2012:272):

Where:

- R : Random
- O₁ : Pre-test
- O₂ : Post-test
- X : Treatment
- C : Conventional Treatment for the Control Group

1) Pre-test

The pre-test is the one given to the students before teaching learning activities is done. The

pre-test was given before doing the teaching experiment to the sample students. The student was given the test related to the material. In this step the teacher asked to the students to do test material.

2) Treatment

In this step the teacher was presented the material. The teacher was given the explanation about the material in teaching and learning process, especially in teaching speaking skill by using *pow-tega* strategy in order to make the students increase their motivation and also make them interested to the material.

3) Post-test

The post-test is a test give after learning process. It is do in order to know the progress of the students based on the test.

The steps of conducting this research are the following:

- 1) Determining the type of research to be conducted and how it affected the design of the research investigation.
- 2) Establishing clearly the goals and objectives of the research, and how these translate into testable research hypothesis.

3) Identify the population from which inferences are add, and the limitations of the sample draw for purposes of the investigation.

4) Describing the type of data obtain in the investigation, and how this affect the ensuing analysis and describe the limits of statistical inference based on the type of analysis and data being conduct, and this affect final study conclusion.

5) Proposing suggestion and writing research report as a thesis

Population and Sample

Population

According to Fraenkel, et al., (2012:96), "The Population is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study. Population is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study. Fraenkel,et all., (2012:68) states that population is the set (or collection) of all elements possessing one or more attributes of interest. The population of this study was the tenth grade students of Senior High School PGRI 2 of Palembang. The description of the population can be seen in Table 1.

Table 1. The Description of The Population

No	Population	Number of the Population
1.	Class X IPA 1	36
2.	Class X IPA 2	36
3.	Class X IPA 3	36
4.	Class X IPA 4	36
5.	Class X IPS 1	36
6.	Class X IPS 2	36
7.	Class X IPS 3	36
8.	Class X IPS 4	36
Total		228 Students

(Source: Senior High School PGRI 2 of Palembang in Academic Years 2018/2019)

Sample

According to Schreiber, et al., (2011:831), “Sample are participants for your study is part of the population, and all process some characteristics that make them members of the sample group”. In this study, the writer took the sample by using cluster random sampling. The advantages of cluster random sampling are it can be used when it is difficult or impossible to select a random sample of individuals, it is often far easier to implement in schools, and it is frequently less time-consuming. Sample is a group in a research study on which information is botained (Fraenkel, et all., 2012:91). In this study the writer took the sample by using cluster random sampling. According to Fraenkel, et all., (2012:96) “Cluster random sampling is similar to simple randomnessampling except that groups rather than individuals are randomly selected (that is, the sampling unit is a grouprather than an individual).Therefore, the sample are take two group, experimental group control group. Namely are class X IPA 1 as class experiment and X IPA 3 as class Control.

The sample of this research can be shown in Table 2 which was determined by English teacher of the school.

Table 2. The Sample of the Research

Group	Class	Number of Students
TO	X MIPA 3	36
Experiment	X MIPA 1	36
Control	X MIPA 2	36

(Source: Senior High School PGRI 2 of Palembang in Academic Years 2018/2019)

Results and Discussion

The findings of the research include: (1) Data Description and (2) the students’ scores of post-test in experimental and control group.

Data Description

This research was done at Senior High School PGRI 2 of Palembang. There are experimental group and control group, X IPA 1 (as the experimental group), and X IPA 2 (as the control group). In this study the data was taken from pre-test and post-test. The students had been given a speaking test. In experimental group, in experimental group the lowest score of pre-test was 59 and the highest was 71, the lowest score of post-test was 66 and the highest was 74. While, in pretest of control group the lowest score was 59 and the highest score was 71. Then, in post-test of control group the lowest score was 64 and the highest score was 74.

The Total of the number of students in experimental group were 36 students and 36 in the control group. In assessing the students’ speaking, two raters or judges were needed in this study. The writer herself was as the first judge and the teacher of English at Senior High School PGRI 2 of Palembang, Rena Taneta Putri, S.Pd as the second judges.

The Students Score of Post-test in Experimental and Control Groups

Result of the Pre-Test of Experimental Group: The computation of pre-test score in experimental score group through formula frequency analysis used Application SPSS 23 of computer program. The lowest score was 59 and the highest score was 71. While the median score was 67.00 and the mean score was 66.25 with standard deviaton 2.15. The Result of the Pre-Test of Control Group: The computation of pretest score in experimental score group through formula frequency analysis used Application SPSS 23 of computer program. The lowest score was 54 and

the highest score was 75. While the median score was 67.00 and the mean score was 66.86 with standard deviation 1.95.

The Students' Score of Post-Test in Experimental and Control Group

The Result of Post-test in Experimental Group: The post-test in experimental group was the same test as in the pre-test. The difference was in the experimental group has already used Pow-Tega to teach the students' speaking skill. The computation of pre-test score of experimental group used SPSS 23 computer program. The lowest score was 66 and the highest score was 74. while the median score was 71.00 and the mean score was 70.72 with standard deviation 4.84.

The Result of the Post-Test of Control Group: The post-test in control group was given the same test as in the pre-test that asked the students to speak about descriptive text which focus about country without using Pow-Tega strategy.

Findings of the Research

From this research was found that there was a significant difference between the tenth grade students of Senior High School PGRI 2 Palembang who were taught by using pow-tega to teach speaking skill and those who are not. This research describes and analyzes the result before and after the treatment. The pre-test and post-test were given to both of experimental and the post-test was given after treatment. The findings of the study includes: (1) the result of normality testing, (2) the result of homogeneity testing.

Interpretation of the Research

Based on the findings, there was a significant difference the tenth grade

students of Senior High School PGRI 2 Palembang who were taught by using pow-tega to teach speaking skill and those who are not. It can be seen from the average score of the students in the post-test in experimental group was 66.91 and the average score in the posttest in control group was 67.91.

The result of the test shows that the use of Pow-Tega strategy could help the students in making their speaking better. Based on the result of the result of the test, the students who were taught by using Pow-Tega strategy got higher scores than those who were not. In experimental group, the highest post-test score was 74, the lowest post-test score was 66, and the average was 66.91 while 70 was the highest score in control group, the lowest post-test score was 64, and the average was 67.19 H_0 was rejected and H_a was accepted. It means that there was significant difference in teaching speaking skill to the tenth grade students of Senior High School PGRI 2 of Palembang who are taught by using Pow-Tega strategy and those who are not.

Conclusion and Suggestions

Conclusions

Based on the finding and interpretation above, the writer could conclude that The use of Pow-Tega to Teach Students' Speaking Skill to Tenth Grade Students of The Senior High School PGRI 2 of Palembang was effective. This can be seen from the t -obtained was higher than t -table. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Besides, proved that the students' scores in post-test were higher than in the pre-test. It implies that the use of Pow-Tega strategy brought improvement to students' speaking skill and it could be used as an alternative strategy in teaching speaking.

Suggestions

There are some suggestions offered to teachers of English, students, and other researchers.

1. For Teacher of English; (1) The teacher should be creative in teaching speaking to students; (2) The teacher should know the suitable strategy in teaching English other to make learning English contextual, meaningful, and communicative; (3) The teacher should also motivate the students to speak and express their ideas, though, creativity and feeling by giving them and good strategy in learning English.
2. For Students; (1) The students should do more practice in speaking descriptive paragraphs; (2) The students should bring dictionary in helping them to get more vocabulary; (3) The students should be active in learning English; (4) The students should study hard and ask the teacher to solve the problem in speaking.
3. For Other Researchers
The researcher can do this study with bigger sample

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