**THE EFFECTIVENESS OF USING POWER TEACHING METHOD TO IMPROVE THE STUDENTS’ SKILL IN WRITING DESCRIPTIVE TEXT OF THE EIGHT GRADE STUDENTS OF SMP N 1 BULUSPESANTREN IN THE ACADEMIC YEAR OF 2012/2013**

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**Abstract**

The aim of this research is to find out whether teaching using Power Teaching method is effective to improve the students’ skill in writing descriptrive text of the eight grade students of SMP N 1 Buluspesantren in academic year of 2012/2013 or not. Power teaching or whole brain teaching is a method in teaching which designed to improve whole brain involvement, teachers use interactive gestures and chants while imparting information. The result of this research shows that it is effective to improve the students’ skill in writing descriptrive text of the eight grade students of SMP N 1 Buluspesantren in the Academic year of 2012/2013, since it was found that the mean of cotrol group is 70.06 and the mean of experimental group is 75.50 in the post-test. Meanwhile,the result of t-value is 3.50. Based on the 5% significant level, the value of t-table is 1.999. The computation shows that Ho was rejected and Ha was accepted that the t-value was higher than the critical value on the table (3.50>1.999). It means that using Power Teaching method is effective to improve the students’ skill in writing descriptrive text of the eight grade students of SMP N 1 Buluspesantren in academic year of 2012/2013.

Key Words: *Effectiveness, Power Teaching Method,Skill, Writing,Descriptive Text.*

1. **Background**

Writing is an important part of learning. Academically, writing is main point for developing ideas to write of everything. Writing can also be as an independent learning tool that can be done by students to write their own idea or main idea and fulfill their writing assignment and to enrich their skill to write of everything. According to hornby (1995:1382) writing is an action to draw or mark symbols, words, etc. on surface, usually paper with a pen, pencil, or other instrument. As the one of those important skills, writing becomes the most difficult skill experienced by junior high school student because it has close relationship with English grammar and structure. In this research, the researcher focuses on improving students’ skill in writing descriptrive text using Power Teaching method.

1. **Research Method**

This research is experimental quantitative research. The research was conducted on Monday, May 6,2013 until Monday, May 27,2013. There was two groups who the researcher investigated. The first group as experimental group and the second as control group. According to Arikunto (2010:173), population is the whole of research’s subject. In this research, the population is the eight grade students of SMP N 1 Buluspesantren in the academic year of 2012/2013. The total number of the eight grade students of SMP N 1 Buluspesantren in the academic year of 2012/2013 is 273 students. It divides into 8 classes. Meanwhile, Arikunto (2010:174) stated that a sample is a part or representative of population which is investigated. In this research, the number of eight grade students of SMP N 1 Buluspesantren is 273 students. Here, the researcher takes 23% as the sample to be analyzed, and the number of sample is 64 students. To get the sample accuratly, the researcher uses purposive sampling in taking the sample. The reason of the researcher chooses this sampling is because of the limitation of time. The researcher cannot hold a longer time to do the research in the school and the researcher has very limit time to do this research. In collecting the data, the researcher used essay test as instrument. The researcher gave two tests that are pre-test and post-test. The test is to find out the effectiveness of power teaching method in improving the students’ skill in writing descriptive text.

In this research, the researcher used descriptive analysis and inferential analysis to analyze the data. The descriptive analysis is to describe the students’ skill in writing descriptive text before and after the researcher gave the treatment by using Power Teaching method. The descriptive analysis includes the measurement of mean, mode, median, range, variance and standard deviation (SD). Meanwhile, the inferential analysis consists of test of normality, test of homogeneity, and test of hypothesis.

1. **Finding and Discussion**

From the computation of the data in experimental group, the mean score of pre-test is 62.65 and the mean score of post-test is 75.50. The researcher also calculated the highest score of experimental group after giving the treatment is 89 and the lowest score is 60. the median is 75, the mode is 73, the standard deviation is 6.38, and the variance is 40.77. Furthermore, in the inferential analysis the result of normality test that computed by using chi-square formula is 6.09. From the result of normality test, the data is normal because t-obtained is lower than t-table (6.09<11.070). Then, the result of homogeneity test that computed by dividing the highest variance with the lowest variance is 1.11. It showed that the data is homogeneous because f-obtained is lower than f-table (1.11<1.83). To make the analysis more reliable, the researcher computed the data by using t-test formula. The result of t-test is 3.50. Based on the 0.05 significance level,the value of t-table is 1.999, the computation showed that t- value is higher than t-table (3.50>1.999). So,Ho was rejected and Ha was accepted. It means that Power Teaching method is effective in improving the students’ skill in writing descriptive text of the eight grade students of SMP N 1 Buluspesantren in the academic year of 2012/2013.

1. **Conclusion and Recommendation**

Based on the research finding which has been discussed in the chapter IV, the researcher is able to conclude that there is effectiveness of using Power Teaching method in teaching writing of descriptive text to the eight grade students of SMP N 1 Buluspesantren in the academic year 2012/2013. It is proved by the result of t-table and t-value. The number of subjects in this research is 64 students with degree of freedom (df) 62. The degree of freedom can be found with the formula N-2. For the 5% significance level and 62 degree of freedom, the critical value on the t-table was 1.999. It could be concluded that t-table was 1.999. The obtained t-value was 3.50. So, Ho was rejected and Ha was accepted because the t-value was higher than the critical value on the table (3.50>1.999). The researcher would like to present recommend for other researchers. For the researches who intend to conduct the research using factor that influence learning English in the similar topic, the researcher hopes that the research findings can be used as a starting point of the future researchers who have the same problems and this research can be utilized as reference.

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