II. LITERATURE REVIEW

This chapter discusses about literature review and it deals with previous research, concept of speaking, types of speaking, concept of teaching speaking, concept of power teaching, teaching speaking through power teaching, procedure of teaching speaking through power teaching, advantages and disadvantages of power teaching, concept of contextual teaching learning, components of contextual teaching learning, procedure of teaching speaking through CTL, and advantages and disadvantages of contextual teaching learning (CTL) classifieds like the followings:

2.1. Previous Research

The researcher looks for some previous researches about the efect of Power Teaching and CTL before finishing this research. The researcher takes the most appropriate research related to this research.

Based on Rani (2010), Power Teaching is a method that can increase students' ability in speaking. She states that this method can increase students' self-confident in speaking class. She was conducted this method for English class at eleven grade. Some problems faced by the researcher are the class is too crowded,

this method is not appropriate for young learners, and some students especially for passive students may feel threatened during the power teaching. To increase the ability of communication freely and spontaneous, teacher should create the condition which is relax and comfortable. On other hand, the material that given by teacher should content has a right structure of language and has relationship between one sentence and another sentence. By using examples of language structure the students will know and learn to imitate the structure itself, and then they will develop and implement the right structure for delivering their ideas. The students who know English absolutely comprehend how to communicate in English. It's not only in producing language well, but also using English for the specific purpose.

In Contextual Teaching and Learning (CTL), Farida (2009) from Universitas Negri Islam (UIN) Malang states that Building upon this understanding, contextual learning theory focuses on the multiple aspects of any learning environment, whether a classroom, a laboratory, a computer lab, a worksite, or a wheat field. It encourages educators to choose and/or design learning environments that incorporate as many different forms of experience as possible social, cultural, physical, and psychological in working toward the desired learning outcomes.

According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames of reference. This approach to learning and teaching assumes that the mind naturally seeks meaning in context that is, in

relation to the person's current environment and that it does so by searching for relationships that make sense and appear useful.

Power Teaching is a good method to increase students' self confident to speak English. The researcher should explain clearly the theory in her script, like the steps, the way, and the scoring system. CTL is a good method to increase students' speaking skill in the class but the steps are too difficult for students. This method is very difficult for students, so the researcher should explain clearly about the way how this method influence students' speaking skill in the class.

In this research, the researcher wanted to know the differences between the students who are taught by Power Teaching and the students who are taught by CTL based on the information of the previous research.

2. 2. Concept of Speaking

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking is found in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot

of vocabularies and have written them well. The problems are afraid for students to make mistakes.

According to Ladouse (in Nunan, 1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

Speaking is the productive skill in the oral mode. It likes other skills are more complicated than it seems at first and involves more than just pronouncing words. Students can deliver their ideas by speaking. There are three kinds of speaking situations in which we find ourselves. The first is interactive, the second is partially interactive, and the last is non-interactive. Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

2. 3. Types of Speaking

Brown (2001: 250) says that much of our language teaching is devoted to instruction in mastering English conversation. He classified the types of oral language into:

a) Monologue

In monologue, when one speaker used spoken language, as in speech, lecture, reading, and news broadcast, the listeners must process long stretch of speech without any interruption and the stream of the speech will go on whether or not the listener understands. There are two kinds of monologue: planned and unplanned.

b) Dialogue

Dialogue involved two or more speakers. As stated before, dialogue can be divided into transactional which is concerned with the transfer of information, and the interactional which has the primary purpose of maintaining social relationships.

2. 4. Concept of Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Today's world requires that the goal of teaching speaking should improve students' communicative skill because only in that way, student can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Teaching speaking means teaching how to use the language for communication, for transferring ideas, thought or even feeling to other people. The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understand using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication (Burkart, 1998: 240).

It is clear that communication through language is very important. We cannot only teach what will be spoken but also the situation what we deal with. The teacher teaches speaking by carrying out the students to certain situation when the topic is being talked about. The topic the must be familiar to the students, so that the ideas and its organizations are clear and the students have an oral command of the language need to describe the topic.

In teaching speaking, it also needs to determine the focus in order to make the learning speaking in transactional form easier to be planned. In speaking, there are some components to be considered. According to Harris (1974: 84), there are pronunciation, fluency, grammar, vocabulary, and comprehension. Meanwhile, in transactional speaking the components that can be reached and raised is accuracy. Richards (1990) states that an issue that arises in practicing talk as transaction using different kinds of communicative tasks is the level of linguistic accuracy that the students achieve when carrying out the tasks.

This is also supported by Higgs and Clifford in Richards (1990) who states that transactional speaking develops accuracy and fluency. We can see that if the

students are able to deliver their mind accurately and fluently, the comprehension will increase. Teacher, in this case, should help students in developing their ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and do using acceptable pronunciation.

2.5. Concept of Power Teaching

So far, our education was still dominated by the view that knowledge is a set of fact to be memorized. Our classes focus on teachers as the only learning sources and speech as the main learning strategy. In other words, it could be said that students were not only about the language but also about how to use the language. Therefore, there should be a "new" learning strategy that can expose the students' language competence. Power teaching is considered as an alternative (Baffle, 2004).

Battle (2009) states that power teaching is the technique called as brain-based learning teaching method. Brain-based learning is also the application of meaningful group of principles that represent our understanding of how our brain works in the context of education. This method can integrate an effective classroom management system with learning approaches that tap the way your brain learns best. This approach is amazingly effective and fun with for both the researcher and the students.

According to Richard (2009) a part of this method is already used by other great teachers. This method is also known as brain-based teaching method (Battle, 2009).

For some of us, if we talk into this classroom and see the students gesturing wildly, standing up, walking around their chairs and mimicking the teacher, we might think there is a problem with class control. But for many classrooms, it is the exact opposite. These classrooms are following a teaching technique called "whole brain teaching or power teaching".

Brain-based learning is all about smarter, more purposeful teaching that can reach a greater number of students. So teacher can give a good technique to teach the students and make them comfort and creative by using power teaching model of teaching and learning.

The principle of this technique in teaching is focus on appearing successful simply because students enjoy learning if they are given the opportunity to have fun while doing it. By following rules and motions that are made enjoyable through games, students are more likely to participate and less likely to ignore the teacher. This simple concept is a unique and fun way to grab the attention of students and to make them interested in what the teacher has to say.

Lynch states that whole brain can be described as the circulation the human thinking system through brain quadrant (I-control, I-Explore, I-Pursue, I-Preserve)

The circulation has no need to be in order. However the key idea is to think through all four quadrants, Lynch described the core information seeking question for the quadrants as follows:

1. Control   : What I know now?

   It means that in this part of brain, the students will try to think what they want to know about the subject which given by the teacher.

2. Explore   : What I want to try?

   After thinking about what they want to know, the student will try to think what they should try. And they directly explore their ability to try something new by following the teacher' instruction.

3. Pursue   : How to do it?

   The student will practice what they have known by following the rules from the teacher step by step.

4. Preserve   : How do I feel?

   The teacher will ask the students' response after they have been controlled, explored and pursuing their ability in responding and simulating well the teacher' instruction.

Power teaching as interactive teaching strategies is used in teaching because the students will enjoy well-designed learning games. Students will respond to challenges and can make outstanding educational progress in the proper setting.

Research has identified three instructional practices that enhance brain-based learning. Power teaching uses proven teaching technique to increase the quality of instruction in order to increase the quality of student learning. It is a

comprehensive professional development program specially focused on teaching strategies that increase student learning.

2.6. Teaching Instructional Through Power Teaching Learning Model

Teaching means giving the order to a person or give a person knowledge skill, etc. while speaking means using the words in an ordinary voice. So, teaching speaking is giving instruction into a person in order to communicate. Tarigan (1990: 3-4) states that the goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest.

Officials at whole brain teaching state the methodology is based on brain science as explained in "The Big Six," six instructional techniques the teacher incorporates in the classroom teaching:

Step 1 : Controlling

In this step, the teacher guides students to activate their brain to construct their knowledge in order to learn, and giving their opinion about some topics given by the teacher. Here, the teacher acts as monitor who observes the students' speaking participation. The teacher uses "student-yes" as the instructional technique to grab students' attention while teacher give the explanation. This instructional technique is used by teacher as same like the Chris Baffle technique that is "Class-Yes". The description will be given below:

The basic techniques can be learned and implemented very rapidly. They are:

1) The attention grabber CLASS-YES!

Application of class yes

Use this technique whenever you want to quickly gain the attention of your class. For maximum effect, occasionally vary your tone of voice.

You say "class" and your students will respond "yes" the key is that they must mimic your tone of voice. It is very easy to get the students to do this. The sillier the tone of voice the better, If you say "classy " (in a high whiny tone for example) they must respond "yess, yess, yess" in the same tone. They will do it and you will have their 100 per cent attention. This technique has to do with the way this technique affects the prefrontal cortex of the brain.

Step 2: Exploring

After being explained the material, the students are formed into work pair. Each pair has to find more information related to the topic, but here the students get difficulties in delivering their speech. So the teacher helps students by giving them some gestures which related to the topic. The teacher uses gesturing the body by mirror the teacher instructions. The explanation of mirror can be seen below:

1) MIRROR

Students must mirror the gestures you make while speaking. An example for a TEFL setting this could be having everyone stand and kick an imaginary soccer ball while saying "I like soccer". By mimicking the way the teacher is kicking

and speaking simultaneously they are activating both parts of the brain. Whenever that happens it's always snood too!

There are some examples:

The organizer- Five classroom rules

a. Follow the directions quickly (hands shoot forward like a fish).

b. Raise your hand for permission to speak (raise hand, bring down to head and make a talking motion).

c. Raise your hand to leave seat (raise hand, make walking motion with

   fingers).

d. Make smart choices (tap finger on temple).

e. Keep your dear teacher happy (hold up each thumb and index finger like an

   "L: framing your face, bob your head and smile).

Not only mirror the teachers' gesture but the students will activate their brain in stimulate the teachers' instruction. When the teacher uses her hands to guide them in shaping the gesture so directly they will follow it. And her eyes will move as the focuser. The explanation of "hand-eyes" can be seen below:

3) The focuser HANDS AND EYES!

Similar to the CLASS-YES but with this technique the students must immediately clasp their hands together and look directly at you while you give them some small bit information or instruction. Amazingly they will comply

and do this. Use this technique whenever you want maximum attention from the students.

Step 3: Pursuing

The next step is to do simulation. In this step the teacher uses "Play-Ok" as the same technique from Biffle (Teach-Okay). This instructional technique helps students to engage with each other. To make sure they have a bravery to teach their friends in order to stimulate them to speak and the teacher will uses "switch" as the instructional technique to change their position to speak. It used to make the students have a same chance to teach as well as being as students. The explanation of teach okay can be seen below:

4) The Activator TEACH-OKAY!

Teaching technique, in this technique, teacher speaks briefly or explains the material and then ask student to paraphrase, with meaningful gestures about what the teacher have said with a partner. Teacher moves around in the classroom to monitor the students' comprehension. After explaining the material, the teacher says "teach" and the students say "okay" and turn their shoulder toward their neighbour, use gestures and teacher explained material given by the teacher before.

5) "Switch"- This technique is used with "Teach-OK" to make sure that all students have a chance at teaching as well as being the students.

Step 4: Preserving

All of the students are asked to take values from the topic that has been discussed and there will be a strong willingness and ability to implement and get used to in daily life. The students also asked to evaluate their performance and also what they have done during the teaching and learning process orally. The teacher uses the scoreboard as the instructional technique to give them reward. If they can collect many smiles from their performance it means that they will get the reward from the teacher.

6) The Motivator SCOREBOARD!

Frequently reward positive behaviour and penalize for negative behaviour. Observe the plus/minus 3 rule and keep the positive and negative scores within three points. The researcher gives the students a happy face drawn beside a smiley face separated by a line. Positive reinforcement is given when students are performing well and doing what is expected and a check placed in the happy face column and reinforced with a mighty "OH YEA" chanted by the students. When under performing a check is placed in the frowny face column and a might "OH NO" is sighed by the class. At the end of class if there are more frowsy face checks than smiley ones there is more homework assigned, conversely good behaviour and cooperation can be rewarded with less homework. (Important not to let more than a total of three negative checks accrue in relation to the number of smiley checks or the students become resentful and the scoreboard loses its effectiveness).

In this research, the research just used these instructions as the way to engage students in understanding the material given by teacher. The researcher would use this instruction and combining with the application of power teaching learning model and brain based learning approach.

Many educational experts say whole brain teaching is an extension of cooperative learning and there are surely elements of cooperative learning in the instructional techniques, such as "Teach-OK". However, the methodology is primarily teacher driven, with command s given by the researcher and students mimicking what are being said. Proponents of WBT describe their classes as "high-energy" and "entertaining".

Whole brain teaching is obviously a form of active learning. It incorporates many of the methodologies seen in cooperative learning and interactive learning process. It seems to allow for incorporation of other active learning methodologies as well.

Based on the explanation above the researcher conducted this research by implementing power teaching learning model and approach in order to increase students' speaking participation. The researcher applied learning model and approach by dividing onto step by step. So the students visualized their imagining from their mind in producing language.

2.7. Procedure of Teaching Speaking through Power Teaching

In increasing students' participation and students' speaking skills, the researcher would like to present the application of Power teaching (whole brain). The researcher modifies the procedure how to teach speaking through Power teaching because it has never been applied been before. It is aimed to be more fully understood by teacher to make use this idea of research.

There are several procedures that should be done to implement power teaching in teaching speaking. The steps are not really different with other steps in ordinary teaching steps. The difference is simulated situation during the class. The procedures of teaching speaking through power teaching are as follows:

Pre activities:

      a. Teacher greets the students

      b. Teacher tells about the goal of the learning

      c. Students are introduced to the lesson procedures

While activities:

      a. Learn steps of power teaching

      (Controlling)

      b. Teacher tells about the topic that they will learn

      c. Attention to the teacher explanation in the classroom.

      d. Students are asked what they have known about the material given

      e. Students map the concept based on the teachers' instruction

f.   Students are guided by the teacher to control their idea about expression of asking and giving opinion text (i.e., the generic structure, verb that is used, language features, etc.

(Exploring)

a. Responding to the teacher questions is about the topic enthusiastically.

b. Actively involved in the exploring steps and work pair

c. Actively presenting what the teacher explains before to their pair

(Pursuing)

d.   Students are stimulated by teacher in developing their creativity of thinking.

e. Students are able to speak bravely and fluently

Post activities

(Preserving)

a. Students provide another explanation related to the topic

b. Able to summarize the material by responding to the teacher questions'

c. Teacher closes the class by greeting

2.8. Advantages and Disadvantages of Power Teaching

Power teaching has both advantages and disadvantages that the teacher should pay attention to in order to achieve more effective during teaching learning process.

1. The Advantages of Power Teaching

 A. Measurably increase students' engagement.

 B. Demonstrably influence student academic performance.

 C. Support teachers to increase their effectiveness in the classroom.

2. The Disadvantages of Power Teaching

 A. The teacher cannot monitor every student in the class since the classroom is noisy.

 B. Some students especially for passive students may feel threatened during the power teaching.

To increase the ability of communication freely and spontaneous, teacher should create the condition which is relax and comfortable. On other hand, the material that given by teacher should content has a right structure of language and has relationship between one sentence and another sentence. By using examples of language structure the students will know and learn to imitate the structure itself, and then they will develop and implement the right structure for delivering their ideas. The students who know English absolutely comprehend how to communicate in English. It's not only in producing language well, but also using English for the specific purpose.

2.9. Concept of Contextual Teaching Learning

Berns and Erickson (2001) define CTL as conception of teaching and learning that helps teachers relate subject matter or content to real world situations; and motivates students to make connections between knowledge and its applications to their lives. It is focused on the context of what we teach from the students' point of view. CTL also emphasizes on learning by doing. The students will learn better if they also get involved in the class activities. In contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them. CTL emphasizes the learning process through "constructing" not memorizing and teaching is not only a process of transferring knowledge to the students.

Johnson (2002:25) states that CTL is an educational process that help student see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, it covers the following eight components: making meaningful connections, doing significant work, self-regulated learning, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments. In other word, when we talked about context, most people say that it is related to their social life. In the classroom teaching, CTL means teacher should present the student real world inside the classroom.

The majority of students in Indonesia's schools are unable to make connections between what they are learning and how that knowledge will be used. This is because the way they process information and their motivation for learning are not

touched by the traditional methods of classroom teaching. The students have a difficult time understanding academic concepts (such as math and language concepts) as they are commonly taught (that is, using an abstract, lecture method), but they desperately need to understand the concepts as they relate to the workplace and to the larger society in which they will live and work. Traditionally, students have been expected to make these connections on their own, outside the classroom.

According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context that is, in relation to the person's current environment and that it does so by searching for relationships that make sense and appear useful.

Building upon this understanding, contextual learning theory focuses on the multiple aspects of any learning environment, whether a classroom, a laboratory, a computer lab, a worksite, or a wheat field. It encourages educators to choose and/or design learning environments that incorporate as many different forms of experience as possible—social, cultural, physical, and psychological—in working toward the desired learning outcomes.

In sort, contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications

to their lives as family members, citizens, and workers and engage in the hard work that learning requires." (Berns, 2001).

2.10. Components of Contextual Teaching Learning

Sagala (2003: 88-94) and Sitinjak (2002: 3-8) describe these seven components of contextual teaching and learning as follows:

1. Constructivism

   Constructivism is a philosophical thinking of contextual teaching and learning. The knowledge is gradually built up and the result is expanded through narrow and predictable context. The knowledge is not a set of facts, concepts, and norms that is ready to remember but the human constructs the knowledge. Human being gives the meaning through the real experience. The essence of the constructivism theory is the idea that the students must discover and transform complex information to other situation. If they want its information, it becomes theirs. Thus, in contextual teaching and learning, the students construct their own knowledge and experiences, applying the idea to the new situation, and integrating the new knowledge gained with the pre-existing intellectual constructs.

2. Questioning

   The knowledge, which is possessed by someone, always begins from questioning. Questioning is the primary strategy of teaching and learning based on contextual approach. Questioning is the useful procedure in teaching and learning process to gain information administratively and academically,

the students' responses, and the other question from the students. The functions of questioning are also to check the students understanding, to know how far the students' curiosity and what thing known by the students, to focus the students' attention, and to refresh the students' knowledge in learning activity. The question can be applied between the student and the student, the teacher and the student, the student and the teacher, also between the student and the other person coming in the class. Thus, questioning process needs to create the contextual approach. Questioning leads to raise a critical thinking and to exchange the way of thinking, and it adds the students' knowledge.

3. Inquiry

    Inquiry is the core of teaching and learning activity using contextual teaching and learning approach. The knowledge and skills got by the students are not only the result of remembering a set of facts, but it is a result of their own discovering. Inquiry circles are discovering, questioning, hypothesis, data collecting, and the conclusion. The key word of inquiry strategy is that students discover something by themselves. Steps in inquiry strategy are formulating the problem in a subject matter, observing or doing observation, analyzing and presenting the result in writing, report, and other work, and presenting their work to others.

4. Learning community

    Learning community suggests the result of teaching and learning get cooperation with other. Learning outcome gets from sharing with friends, groups, and the known student to the unknown student. Inside the class,

outside the class, and outside the school are learning community. The teachers are always suggested doing teaching and learning process in the groups of learning. Students are divided in heterogenic groups' members. The smart student teaches the stupid one; the known student teaches the unknown; the faster learner supports the slower learner, and the conceptor share their idea. Learning community happens if two directions of communications recurrence. Two or more groups involved in teaching and learning communication mutually study in learning community. One involved in learning community activity gives the information needed by her or his learning partner.

5. Modeling

A model imitated by student is better in teaching the skill and learning certain knowledge. The model gives the great chance for teacher to give the examples how something works before the students do the duty.

6. Reflection

Reflection is a way of thinking about what something is newly studied, thinking to the back about what we had been done on studying in the past, the students participate what they are newly studied as a new structure of the knowledge. This process is the enrichment and the revision from the previous knowledge. Reflection also responds toward to recurrence, the activity, and the new knowledge being accepted.

7. Authentic Assessment

The assessment is the process of collecting data, which can give a description of the students' learning. The description of students' learning development

needs to be known, so the teachers can determine that the students experience the right teaching and learning process. The description of the students' learning progress is needed during teaching and learning process. After data collected, the teachers identify whether the students are sticking in the learning or not. Then, the teacher takes the right action soon. Finally, the students are free from learning sticking.

2.11. Procedure of Teaching Speaking through CTL

There are several procedures to implement CTL in teaching speaking. The procedures of teaching speaking through CTL are as follows:

Activities:

Pre- activities

    a. Teacher greets the students in the begining of the class

    b. Teacher checks the students' attendant list

    c.Teacher asks the students some questions about the topic being (questioning, constructivism)

Whilst activities

    a. Teacher asks student to write down their own information based on the topic learnt today. (constructivism, Inquiry).

    b. Teacher gives a sheet of dialogue and practices the dialogue together with the students. (modeling)

c. Teacher asks student to practice the dialogue with their friend. (modeling)

d. Then, teacher invites students to correct their friends' wrong pronunciation. (learning community, modeling).

e. Teacher asks students to do the task after the teacher giving an example. (modeling).

f. Teacher asks student to practice the tasks given with their friends. (learning community).

g. Teacher asks student to tell their own information and their friend's information about the topic being learnt today. (authentic assessment).

h. Teacher asks student to make their own dialogue with their friend. (learning community, authentic assessment).

Post Activities

a. Teacher writes disordered sentences, words that arouse in the teaching learning process.

b. Teacher asks students' to analyze whether the sentences are correct or not. (self reflection).

c. Teacher summarizes the materials by explaining what is being learnt to day. (reflection).

d. Teacher closes the class by greeting.

2.12. Advantages and Disadvantages of (CTL)

There are some advantages and disadvantages of using CTL in teaching learning activity. Some of them will be explained as following:

1. Advantages of CTL

    a. Learning becomes more meaningful and real. This means that students are required to grasp the relationship between the experience of studying in school to real life, not only for the students the material that will work functionally, but also the material learned will be embedded firmly in the memory of students.

    b. Learning more productive and able to foster the strengthening of the concept to the students because the learning method adopted CTL flow constructivism, in which a student is led to find his own knowledge.

2. Disadvantages of CTL

    a. Teachers are more intensive in the lead. Teachers no longer serves as a center of information. The task is to manage the classroom teacher as a team that works together to discover new knowledge and skills for students. Students are viewed as a developing individual. One's learning ability will be influenced by the level of development and breadth of experience he has. Thus, the teacher's role is not as instructors or "ruler" that forces the will but the teacher is supervising students so they can learn according to the stage of its development.

b. Teachers provide opportunities for students to discover or implement their own ideas and invite students for being aware and consciously use their own strategies for learning, but in this context of course teachers need extra attention and guidance to students for learning purposes in accordance with what was originally applied.

1. Similirities and Differences in Power Teaching and CTL

A. The similirities between Power Teaching and CTL

a. Both those two methods are "PAKEM" (pembelajaran aktif, kreatif, efektif, dan menyenangkan).

b. Those two methods are interesting.

c. The learning process involves their classmate.

B. The differences between Power Teaching and CTL

a. In the Power Teaching method, teacher as the source of the knowledge but in CTL the students are more active to find the material from any sources.

b. In the Power Teaching Method, the teacher is more active in the teaching learning process. Meanwhile, In the CTL the students are the center in the learning process.

c. In the CTL method, the teacher just only as the facilitator in learning process but in Power Teaching method, the teacher is the central of learning process.