



The Implementation of “The Power of Two” Method, in Reading Expository Text to Student of SMAN 1 Jiwan

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ABSTRACT

The right learning method must be applied by the teacher to improve students' reading comprehension. "The Power of Two" method is one of the appropriate methods to improve students' reading comprehension. There are several steps in using this method, and there are advantages and disadvantages in using this method. This research uses qualitative research with descriptive qualitative research methods. The population in this study was 25 students. The sample of this study is 12 students taken from 6 groups in reading learning with "the power of two" method. In this study, we used observation checklist, interview, and documentation. The researcher used triangulation technique to analyze the data. The results showed that there were some steps in using "the power of two" method to learn to read expository text in class X/A of SMAN 1 Jiwan in the 2024-2025 school year. the research also found advantages and disadvantages of using this method.



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1. INTRODUCTION

Teaching in a standardized educational process involves not only delivering subject matter but also organizing the learning environment for students. English, as a global language, plays a crucial role in global communication and requires good reading comprehension. English is learned and used as a means of communication in various countries, either as a first language, second language, or foreign language.

Variable learning methods and creating various learning creations foster a more exciting learning atmosphere in the classroom. However, students tend to get bored with less varied learning methods, especially in reading learning for high school students. Learning English requires a greater emphasis on reading comprehension than mastering listening, speaking, and writing skills, as reading can improve critical thinking skills.

Lack of feedback and traditional teaching methods do not stimulate students' interest in reading English texts. To improve proficiency, students need a comfortable and easy-to-understand method. A successful approach involves utilizing two strategies, as Silberman (2015) suggests that two strategies are better than one. This research aims to explore the implementation of the power of two method in high school to overcome some of the problems faced in English text learning. The power of two strategies is an activity that can increase synergy benefits. Paired strategy is an important component in English language learning, as it encourages cooperation between small groups through learning activities. Thus, Sulaiman & Putra (2017) said that this strategy will be effective to raise the students' reading ability because it forces the students to think and exchange views on the results of their own thinking. The first study aimed to compare the impact of cooperative learning strategies with scientific learning approaches and determine their potential for improving students' reading comprehension skills.

The problems found in reading learning at school the first, students feel bored with reading activities because they think reading is boring and students are difficult to understand a long text. Second, students do not find the right method to facilitate their learning to read English texts. Third, the lack of variety in the learning methods applied by teachers to students, so that uninteresting learning methods make students uninterested in reading. These problems can be identified in the following ways: 1) Pre-observation in the classroom. The researcher performs pre-observation to find out the various problems that occur during learning in the classroom. 2) conducting structured interviews with teachers and students, interviewing with the teachers concerned to find problems in teaching in classrooms, in particular understanding reading English text, and student interviews aim to know the obstacles

encountered by students in learning to read English texts, so that from these difficulties researchers will find the right method to solve some of these problems. Nada et al., (2023) research on the implementation power of two methods in expository text reading instruction at the high school level highlights the need for further investigation. The study found gaps in understanding the strengths and implementation power of these strategies. To enhance the understanding, the researchers suggest conducting qualitative research to gain insight into students' perceptions and experiences with the power of two strategies.

2. RESEARCH METHOD

In this research, the research will be conducted at SMAN 1 Jiwan, Dandang Gendhis street, Teguhan, Jiwan, East Java. The reason why the researcher chose to conduct the research at SMAN 1 Jiwan is because this research requires students at the high school level who need learning methods that are suitable for their reading comprehension at the medium level. To describe the power of two method to high school students. The research instrument used observation checklist. The researcher used qualitative descriptive as a research design. In qualitative research, the research design refers to the overall plan that guides the study and shapes the process of collecting, analyzing, and interpreting data. According to Yin (2011), in qualitative research, words and actions serve as the primary data sources; other data sources include documents, photos, and other types of media. Qualitative research begins with assumptions and the use of theoretical frameworks that provide information about research problems aimed at individuals or groups Creswell, (2012).

In this study, the participants to be tested are students of class X SMAN 1 Jiwan. Etikan (2015) explain that what is meant by "sampling technique" is a way of selecting a sample whose size is in accordance with the size of the sample that will be the actual source of data, taking into account the characteristics and distribution of the population so as to produce a representative sample. This study will take students in class X/A total 25 students.

Documents are one of the data sources. According to Aan and Djam'an (2011), Documentation studies involve gathering the data and papers required for study issues, which are then carefully examined to bolster and strengthen the proof and belief of an occurrence.

The researcher observed students' learning activities in the use of the power of two method in class XA SMAN 1 Jiwan. Yin (2011) said that one of the five features that researchers can consider is contextual conditions, which include social, institutional, and environmental settings in which individuals live.

3. RESULTS AND ANALYSIS

SMAN 1 Jiwan, a high school, is situated on Jl. Dandang Gendhis in Teguhan, Jiwan District, Madiun Regency. This high school has a small number of students, including class X. There are classes A, B, and C. In Class XI, there are two classes: A and B. Class XII only has two classes, namely A and B.

A. The Data of The Implementation of "The Power of Two" Method, In Reading Expository Text to Student of SMAN 1 Jiwan

1) The Result of Observation

This section provides an explanation of the observation process through the completion of the checklist. The goal is to collect data from X class SMAN 1 Jiwan speaking skill instruction. From observation, the researcher finds the application of power of two method for reading at X class SMAN 1 Jiwan, in addition to the advantages and disadvantages of this approach.

a) Pre-Activity

In their actions in the classroom, teachers carry out pre-activities, some of these pre-activities the observation showed that: 1) The teacher greeted the students, "*Assalamualaikum, Wr, Wb, Good Morning!*". 2) After that, students answered, "*Walaikumsalam, ma'am.*". 3) The teacher did not ask the class leader to lead the prayer, because the English class was in the 4th. 4) Therefore, the students didnot pray with the teacher. 5) The teacher checked the students' attendance "*Siapa yang tidak masuk dan tidak ada di kelas?*". 6) Then the teacher gave motivation before starting the lesson, "*Apakah kalian masih semangat hari ini?*". 7) Students answered, "*Masih Bu...*". 8) The teacher asks about yesterday's material, "*Apakah kalian masih ingat materi minggu kemarin?*" 9) Students answer the teacher's question, "*Masih ingat Bu...*". 10) The teacher makes an apperception, asks about the material to be learned, and conveys the learning objectives. 11) Students try to guess what material will be learned together. All learning procedures have been implemented by the teacher.

b) Main-Activities

At this point describes the core activities carried out by the teacher in learning. 1) The teacher explains about expository text "*Apakah kalian tahu ap itu teks eksposisi?*". 2) Students answered the teacher's question "*Tidak, bu...*", the teacher explains about expository text "*Teks eksposisi adalah jenis teks yang berisi informasi dan pengetahuan yang disampaikan secara singkat, padat, dan disertai dengan opini dari penulisnya, seperti yang sudah saya jelaskan minggu lalu.*" 3) Then the teacher provides an exposition text and some questions that must be

done by students "Anak-anak... di sini ibu berikan sebuah teks eksposisi yang memiliki pertanyaan pilihan ganda, kalian akan menjawab pertanyaan-pertanyaan ini secara mandiri terlebih dahulu", 4) then students work on questions based on the available text. 5) After that, students are asked to answer the questions individually, then students finish working individually. 6) The teacher asks students to form groups consisting of a maximum of two people "Anak-anak, jika kalian sudah selesai mengerjakan soal, silahkan bentuk kelompok yang terdiri dari maksimal dua orang dan diskusikan hasil pekerjaan kalian masing-masing". 7) Then, students grouped with their peers, chose groups freely, and discussed together combining individual work results "Hasil pekerjaan individu kalian didiskusikan bersama, kemudian kalian harus membuat jawaban yang paling benar!". 8) Students discuss with their chosen pair. 9) Then students produce new answers that are used for presentations and conduct questions and answers in class. "Jika sudah selesai berdiskusi, kalian akan mempresentasikan hasil kerja kalian di depan kelas".

After doing all the above procedures, the teacher assesses the results of student work in the form of presentations of student discussion results. In some of the activities above, the teacher has carried out the teaching procedure using the power of two methods for learning to read exposition text in the classroom.

c) Post Activity

The post activity shows a sequence of closing activities carried out by the teacher in the classroom. 1) The teacher guides students to summarize the material that has been learned "Anak-anak... jadi apa yang telah kita pelajari hari ini? Apakah kalian sudah paham dengan materi hari ini?". 2) Students participate in summarizing according to their understanding "Belajar tentang teks eksposisi, sudah paham Bu...". 3) The last teacher gives an evaluation in the form of a question "Jadi begini anak-anak... belajar membaca dengan metode the power of two ini, kalian bisa berdiskusi dengan teman kalian".

2) The Result of Interview

a) Interview Results by Researchers with English Teachers

The researcher conducted an interview with Mrs. Emy as an English teacher. Several questions were asked by the researcher, 1) "Bagaimana prosedur mengajar reading dengan menggunakan metode power of two?" The teacher answered, "Pertama yang saya lakukan di kelas itu menerangkan Pelajaran yang kemarin, tentang teks eksposisi. Setelah itu saya uji siswa dengan saya beri lembar eee... soal yang ada bacaan terus bawahnya ada pilihan ganda. Siswa itu saya suruh mengerjakan per-anak dulu... secara individu, baru kalau sudah selesai mengerjakan secara individu saya suruh anak-anak membuat kelompok berpasangan. Anak-anak itu saya suruh campur kalau memilih pasangan, biar nggak jadi satu yang pinter-pinter yang kurang bagus juga jadi satu. Terakhir mereka berdiskusi kemudian Menyusun jawaban yang baru buat mereka presentasi." From the answer, it means that the teacher provides an exposition text with multiple-choice questions that students must answer individually, then students form groups with a maximum of two members. 2) "Bagaimana respon siswa saat diberikan metode power of two?" The teacher answered, "Ya... ada yang antusias, ada juga yang tidak, karena banyak siswa yang bandel kalau di kelas A ini.". 3) "Apa manfaat menggunakan metode power of two?" The answer from the teacher was, "Manfaatnya, kelas bisa dikondisikan mbak... anak-anak juga bisa berbaur sama temennya, jadi bisa kerja sama mereka." Based on this answer, the benefits of using this method are that students are able to mingle with other friends. 4) "Apa kelebihan atau kekurangan dari proses pembelajaran menggunakan metode power of two?" The teacher answered, "Kelebihannya banyak mbak siswa tidak terlalu tergantung sama guru. Murid juga bisa mengembangkan kemampuan mengungkapkan ide orang lain. Terus membantu anak biar bisa kerja sama dengan orang lain. Membantu siswa untuk lebih bertanggung jawab juga. Yang paling penting itu bisa meningkatkan motivasi dan memberikan rangsangan untuk berfikir. Kalau kekurangannya itu apa ya... Kadang-kadang bisa terjadi adanya pandangan dari berbagai sudut bagi masalah yang dipecahkan, bahkan mungkin pembicaraan menjadi menyimpang, sehingga memerlukan waktu yang panjang namanya juga masih kelas 10. Ada juga kelompok, siswa yang kurang bertanggung jawab dalam tugas, jadi mereka lebih mengandalkan pasangannya.". 5) "Apa dampak positif dengan pembelajaran reading dengan metode power of two?" The teacher answered, "Dampak positifnya ya anak-anak jadi tidak bosan di kelas, kan mereka nggak belajar sendiri ada temannya, lebih mudah juga buat mereka kalau mau belajar." From this answer, it means that the positive impact of this method is that students can be more enthusiastic about learning because they don't feel bored with learning to read. Grouping and discussing will make learning in class easier.

b) Interview Results by Researchers with Students

The researcher asking some question, 1) "Bagaimana pendapat kalian tentang penggunaan metode power of two dalam belajar membaca teks eksposisi?", students answer "Saya jadi mudah belajar karena ada bantuan teman

saya hehe...” From the student's answer, students find it easier to work on problems because they do not think alone but in pairs. 2) “*Apakah metode power of two membuat kalian termotivasi untuk belajar reading?*” *students answer “Iya, saya jadi suka belajar membaca sekarang”* It can be seen from this statement that students become motivated to learn reading. 3) “*Apa kelebihan dan kekurangan kalian saat menggunakan metode power of two dalam materi reading teks eksposisi?*” *the students answer “Kelebihannya ya kalau diskusi enak, tapi kalau satu kelompok sama temen yang kurang pintar jadi ribet.”* Students stated that the advantages of this method made it easier for them to discuss, but students also mentioned the disadvantage that if their partner did not understand so it would burden one of the students in learning. 4) “*Apakah manfaat yang kalian dapatkan saat menggunakan metode power of two?*” *the students answer, “Manfaatnya kita jadi lebih cepat ngerjain soalnya”* students answered that the benefit of this method is that it speeds up students in doing assignments. And the last question 5) “*Apakah kalian merasa senang dalam pembelajaran reading teks eksposisi dengan metode ini ?*” *the students answer “senang sekali kalau kita berdua”* from the use of this method, Group 1 students feel happy in learning.

B. Data Documentation

The results of the observation on the use of the power of two method for learning to read expository text for students of class X/A SMAN 1 Jiwan were adjusted to the results of the teaching conducted by the teacher, the researcher found the procedure of using the power of two method in the classroom and from this documentation the researcher found some disadvantages and advantages of using this method. In conclusion, the power of two method can condition the classroom situation and facilitate students in learning to analyze exposition text reading but there are also disadvantages in the use of this method.

4. CONCLUSION

From the results of the above research, researchers were able to conclude the findings related to how to use, the advantages, and disadvantages of the power of two method. The implementation of "The Power of Two" method in reading expository text, from the results of the research, the teacher conducted three stages of learning, namely pre-activity, main-activity, and post activity. The use of the power of two method is found in the main-activity stage. From the research above, the researcher concluded several advantages and disadvantages of using the power of two method. Researchers highlighted the advantages and disadvantages of this method from teachers and students. The advantages and disadvantages of this method include:

- a) Students are not dependent on the teacher.
- b) Students can develop the ability to express ideas.
- c) Students can work together and able to exchange ideas with other groups.
- d) Helps students to be more responsible.
- e) Can increase motivation and stimulation to think.
- f) Students become faster at doing assignments or understanding long texts.
- g) There were differences of opinion between students which caused students to not focus on their discussion.
- h) It takes a long time to use this method.
- i) Students who are less responsible only depend on their partner.
- j) Students will find it more difficult to focus on the topic of discussion.

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