The Effect Of Using The Power Of Two On Students' Reading Comprehension On Descriptive Text At 1th Grade Of SMA N 1 Pangkalan

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***Abstract**. This research was done due to several problems on the students' ability and impact to the score in reading comprehension.The first problem because the students do their task alone, the second problem the students had low motivation to read the text, the last problem the students felt bored with learning model used. The researher expected wether the power of two strategy is able to give significant effect on students' reading comprehension. This research was an experimental research. The researcher chose quasi experimental design by using the experimental class and control class. The population of this research was 1th grade of SMA N 1 Pangkalan. The sample was X MIPA 1 which was as treated experimental class and X MIPA 2 was treated as control class. To determine the sample, the researcher used cluster sampling because the class have similar characteristic in score of reading test and have similar problems in reading comprehension.The researcher used the reading test as instrument.To analyzed the data, the researcher used Liliefors test for normality test. Then to test the hypothesis, the researcher used t-test and   Based on the analysis of the data, the result was also indicated by the mean of experimental class pre-test score which was 60.36. It was higher than the control class pre-test score which was 49.29. The result was also indicated by the mean of experimental class post-test score which was 85.86. It was higher than the control class post-test score which was 61.86. It meant there was significant effect of using the power of two strategy on students reading comprehension. It was concluded that Ha was accepted and H0 was rejected. The students who were taught by using the power of two strategy better than the students who were not taught by using the power of two strategy. To sum up, the power of two strategy has a significant effect on students reading comprehension on descriptive text at 1th grade of SMA N 1 Pangkalan.*

***Keywords**:The power of two strategy, Reading Comprehension, Descriptive Text.*

INTRODUCTION

There are many types of English learning strategies that can be used to get maximum results. One of the right strategies for Learning English is the power of two strategy. According to Silberman (2019), the power of two strategy is the importance of sinergy benefits that two head are indeed better than one. The power of two strategy is the activity which can promote sinergy benefits. The power of two strategy is very important towards learning English.

The power of two strategy is part of the cooperative learning in small groups by fostering cooperation maximally through learning activities. For example there are two members in order to achieve basic competencies. Therefore the strategy chosen by educators should not conflict with learning objectives. Hamruni (2012) states that, the power of two strategy aims to show that learning in pairs will get better results than studying alone.

The power of two strategy is a part of active learning which is the best way to improve students learning activity. Moreover Surya Azmi (2012) says that the Power of two strategy is to emphasize the ability of students thinking about something like they work in small group so that students will be more active in thinking and work together during learning process.

The power of two strategy is conducted to help students in comprehending the text by working in pairs so that students can change their mind which each other. This strategy will facilitate students to figure out their mind in reading. It also can make students enjoy and relax in reading process. Thus, students can improve their reading skills ability. Westwood (2008) states that reading a text with full understand on the reader background experience,general knowledge, vocabbulary ,syntactical awareness, and word identification.

Reading comprehension in students needs to be paid attention. P. Sweet, mentions that reading the understanding referred to here has a meaning and also contains meaning. The more sophisticated and modern era is developing, the greater the role of the use of English at this time. If students are not intensive in anything related to English learning, especially in students reading comprehension, the students will be out of date. Because nowadays it makes students less updated due to lack of knowledge due to lack of reading. Althought, many students still have difficulties in comprehending the text and low motivation.

Reading comprehension is the important role which is always plays English learning compared with listening, speaking, and writing skills. From the problem is reading comprehension, the teacher should use an appropriate strategy to motivate and encourage the students ability in reading comprehension. Kurniawati states that, from the English language factor itself , other factors influence us to learn English. The factors causing difficulty in English learning are declining health condition or ilness, lack of training to students reading comprehension.

Some kinds of the text can be used in the power of two strategy such as narrative text, recount text, and analytical exposition text. The writer only focuses of using the power of two strategy in teaching descriptive text. Descriptive text is a text that describes a particular person, animal, place or thing.

Based on preliminary research that researcher conducted by doing observation English teacher and some students at SMA N 1 Pangakalan. The observation that has been conducted on March 31, 2022 in two class. These observations in the classrooms observed teachers taught and the way students learnt. The observed class were classes X IPA 1 and X IPS 3. From the observations the researcher found problems related to reading comprehension.

The first problem that the researcher found the students ability in reading comprehension was low because the students do their task alone. When the teacher asked students to concuded and made summary from the text but students have not been able to conclude the contents of text. The students were difficult to comprehend the text. When the teacher asked the students about the main idea and topic, only 3 or 4 students answer the questions. The students could read text but not all of students comprehend the meaning content of text.

The second, the students had low motivation to read the text. In fact,when the teacher asked them to read the text they said that they often felt bored when they had to read text especially a long and uninterestingtext. When they found difficulties they waited the teacher to explain.

The last, the researcher found that the students bored with learning model used. The students are not interested in learning reading in the classroom. They did not pay attention to the teacher's explanation. The students made noise and played with their friends during the learning process. This condition made the learning process did not run well.

Based on the problems that found in the school, the researcher is interested to conduct a research with the little The Effect of Using the Power of Two Strategy on Students' Reading Comprehension on Descriptive Text at 1th Grade of SMA N 1 Pangkalan".

METHOD

1. **Research design**

This research used the quantitative research method. According to Creswell (2012), one of the characteristics of quantitative research used numerical data which set from a number of people who use instruments with predetermined questions and responses. Creswell stated that experimental design is test an idea

(or practice or procedure) to determine whether it influences an outcome or dependent variable. This research will use a quasi-experiments class design this research will conduct using exiting groups without being randomized so that in carrying out this research learning was taked place naturally. According to Creswell that the quasi-experiment, researchers used control and experimental groups and should not be randomized but must use the available participants as a whole. It means that quasi-experiments is a study that used an experimental class and a control class without randomizing the existing participants and the two classes will get different learning strategies.

2. Population and Sample

Population and sample cannot be separated in quantitative design. They are important elements in the research. According to sugiyono, population is generalization area consisting of objects or subjects that have certain qualities and characteristic determined by the researcher to be studied and then draw the conclusion. Sample represented the quality and characteristic of population. Gay (1990) stated that sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the large group from which they selected. It means that sample is a part of the population that choose by the researcher to be the target of experiment.

a. Validity

The researchers used content validity and expert validity. Content validity was used to measure the test whether it was suitable with the material being taught or not. Experts validity was checked the instrument and make a judgment about how well items represent the intended content area. The validators were the lecturers of UIN Sjech M. Djamil Djambek Bukittinggi.

b. Reliability

Reliability is the measurement of a test with consistent or the same results at different times. According to Craswell (2012), reliability means the score of an instrument that is obtained in a stable and consistent manner. The score obtained must be the same and consistent at different times.

Table 2. Scale of Alpha Cronbach

ICC Value	Realibility categorization
0.86-1.00	Very high
0.66-0.85	High
0.36-0.65	Low
0.20-0.35	Very low
0,00-0.19	Not reliable

2. **Technique of data collection**

This study used multiple choice test. The first, The test was the written test in the form multiple choice as many as 25 items. The pretest will use to know about students reading comprehension at the beginning. However, the posttest will give after treatment.

3. **Technique of data analysis**

In this research, the researchers used t-test in analyzing the data. Pretset and posttestof experimental class and posttest scores of both of groups were analyzed by using t-test formula as suggest by Gay to see significance of the different mean square between the two groups.

FINDINGS AND DISCUSSION

a. **Description of the Data**

The data of this research was got based on the research that had been done by the researcher at SMA N 1 Pangkalan. The population of the research was 1th grade. Meanwhile, the sample was class X MIPA.1 as the experiment class there are 30 students but the researcher took 28 students as the sample. And X MIPA.2 as the control class there are 29 students but the researcher took 28 students as the sample. The researcher only took the data from students that joined both tests. The description of the data in both of the experimental class and control class can be seen in the next table:

Table 3.
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTestEkperim en	28	40	72	60.36	8.130
PostTestEksperimen	28	72	100	85.86	7.887
PreTestControl	28	32	72	49.29	12.174
PostTestControl	28	40	84	61.86	10.240
Valid N (listwise)	28				

b. **Analysis of the Data**

In this research, there were two kinds of the datapanalyzed; pre-test and post-test. After getting the mean score and standard deviation, the researcher got the tobtained. The data were calculated by using t-test.

Table 4. Compere of statistical data in pretest and posttest (Experiment class and Control class)

	Class	N	Maximum	Minimum	Mean	Std. deviation
Pre-Test	Experiment Class	28	72	40	60.36	8.130
	Control Class	28	72	32	49.29	12.174
Post Test	Experiment Class	28	100	72	85.86	7.887
	Control Class	28	84	40	61.86	10.240

Table above shows the data from pretest and posttest of experimental class, and the data from pretest and posttest of control class. In the Pretest of experimental class there were 28 students, the maximum score was 72, minimum score was 40, mean was 60.36, and Std.deviation was 8.130. Pretest control class there were 28 students, the maximum score was 72,the minimum score was 32, mean was 49.29, and Std.deviation was 12.174. Posttest experimental class there were 28 students, the maximum score was 100, the minimum score was 72, mean is 85.86, and Std.deviation 7.887. Posttest control class there were 28 students,

the maximum score was 84, the minimum score was 40, mean is 61.86, and Std.deviation 10.240.

c. Testing the hypothesis

There is significance of using the power of two strategy better than the scientific learning approach in improving students reading comprehension.

Ha: There is significance of using the power of two strategy better than the scientific learning approach in improving students reading comprehension.

Ho: There is no significance of using the power of two strategy better than the scientific learning approach in improving students reading comprehension.

To measure wether the hypothesis would be accepted or rejected, the researcher used t-test formula through comparing the post test of experiment class and control class through SPSS.

Table 5. Group Statistic

Group Statistics

	Kelas	N	Mean	Std. Deviation
Hasil belajar siswa	Post Test Experiment	28	85.86	7.887
	Post Test Control	28	61.86	10.240

Discussions

Reading is one of the important skills that should be mastered by the students. Reading is the key to listening skill, speaking skill, and writing skill. According to Tarigan, reading is a process to obtain messages to be conveyed through the media of words or written language. The students will not be able to comprehend the learning material without reading it. Reading also relates to comprehension, because reading without comprehension is useless. Students should have reading comprehension skill in order to understand the learning material, so that the learning objective can be achieved. For this reason, the teacher should find some effective srategy to improve students' reading comprehension. One of the strategy that might be used to improve students reading comprehension is by using the power of two strategy.

In this research, the researcher had found the effect of using the power of two strategy on students' reading comprehension on descriptive text. This strategy was used to overcome the problem which students' difficulty to comprehend the text. According to Silberman There are some steps to implement the strategy. There are as follow : The first the students list topic related questions on a flip chart calkboard, the teacher ask the participants to answer the questions individually during the learning process in class, the teacher asks the other participant when they into form pairs, the teacher ask the pairs to create new answer to each question to improve individuals response, the students compare the answer each other in group. So, when researcher applied this strategy will facilitate students to figure out their mind reading. It also can make students enjoy and relax in reading process. Thus, students can improve their reading skills ability. The power of two strategy is conducted to help students in comprehending the text by working in pairs so that students can change their mind which each other.

In the classroom process, the researcher did some steps. First, the students listed topic related questions on a flip chart calkboard. After that the researcher asked the participants to answer the questions individually during the learning process in class. Then, the researcher asked the other participant when they into form pairs. The researcher ask the pairs to create new answer to each question to improve individuals response. And than the students compare the answer each other in group. After complementing this activity in a whole group, the researcher make conclusion and closing the lesson.

This result was also supported by Silberman that the power of two strategy is the importance of sinergy benefits that two head are indeed better than one. In this phase, the strategy is important case to use to help the teacher in teaching. One of the strategy that can be used is 'The Power of Two" strategy. This strategy can help the teacher to teach students by making a group that consists two people or in pairs. The strategy made students more active thinking and can work together in group. This strategy is effective to used because it was made were students cathc the lesson easly.

CONCLUSION AND SUGGESTION

The students' reading comprehension which were taught by using the power of two strategy better than students' who were taught without using the power of two strategy. It can be seen from the improvement score that made by class experimental class obtained a mean score (85.86) while students in the control class posttest obtained score (61.86). In conclusion that the power of two strategy was an effective teaching strategy for teaching reading comprehension at 1th grade of SMA N 1 PANGKALAN.

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