THE EFFECTIVENESS OF THE POWER OF TWO STRATEGY ON THE STUDENT’S READING ABILITY

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Abstract: This pre experimental study was carried out at the English Education Department of IKIP-PGRI Pontianak. The population was the third semester students and the sample consisted of one class. The sampling technique used was cluster random sampling. The technique of data collection in this research apply menstrument technique. The instruments used to collect the data was reading test. The tool of data collection apply in this research was pre-test and pos-test. The finding was the power of two strategy was effective to the student’s reading ability, it show that in the effec size the power of two strategy categorize strong effect to the student’s reading ability. Based on the result of the research, it is recommended that the teachers and the students should use the power of two strategy as one of alternative strategy in teaching reading.

Keywords: The Power of Two Strategy, reading ability, pre experimental study

Reading plays the crucial role in all fields of studies because the learners can acquire a great deal of knowledge through reading activities. Patel and Jain (2008: 113) reading is most useful and important skill for people this skill is more important than speaking and writing. Silberstein (1994:12) states reading is a complex information processing skill in which the reader interacts with text in order to create meaningful discourse. Understanding of the word associated with the process how a person familiar with the symbols written that can be like to the spoken language.

Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. People have their own purposes why they read. It is also more than recognizing words within a sentence; it includes whole ability of thinking process to evaluate the information. Ability is a trait which is defined by what an individual can do. According to Grabe and Stoller (2002:3) Reading as the ability to draw meaning from the printed page and interpret this information appropriately from the explanation above, it can be concluded that ability is someone’s competence as a result of learning. Therefore, reading ability means someone’s ability to communicate or make sense of written or printed symbols and to extract information in the text by
using his knowledge, skills, and strategies to achieve the purpose of reading activity itself. McKee (2012:45) states that reading is a very important part of an individual's personal and educational growth, it is the concept of comprehension that may be even more important. Reading in and of itself is not enough: in addition, an individual needs to be able to break down, to analyze, and to re-organize ideas and information. A person needs the ability to understand what the researcher is attempting to communicate.

Strategy also plays an important role to help the teacher in presenting the materials in learning process. An appropriate strategy is useful to help the teacher to transfer the knowledge in the process of teaching reading. Concerning to the importance of strategy in teaching reading, the researcher interests to apply the power of two strategy as one of strategy of teaching reading process.

Based on the descriptions above, a framework about the importance of reading in language learning and the existence of difficulties of reading as the main consideration to choose the appropriate strategy to be implemented in teaching reading in order to meet the demanded achievement level. Success or failure of teaching a language in the classroom can be examined from how effective the teacher implemented their teaching instruction. There have been many research findings revealed that implementing an appropriate teaching instruction in the language classroom and process of teaching and learning language positively contributed to the students achievement. One of the strategies in teaching reading need is the power of two.

According Muqowin to in Lestari (2014: 4), the power of two strategy is the activities undertaken to improve collaborative learning and encourage the emergence of profit. As a learning strategy, active learning the power of two strategy has several advantages including are students not too dependent on the teacher, but can increase confidence in its ability to think yourself, then the students can find information from various sources and learn from other students, and develop the ability to express ideas with words verbally and by comparing the ideas or the ideas of others, to help the students to work together with others, and be aware of its limitations and accept all its short comings and the last improving academic achievement at the same time social capabilities.

According Ramadan (2009) "Strategies to learn the power of two, including a part of the cooperative learning that learning in small groups to foster cooperation to the fullest through learning activities by his own friends with members of the two people to achieve competence base." According to Zaini in lestari (2014: 27) "the power of two is a learning activity that is used to encourage cooperative learning and reinforce the importance and benefits of the synergy of two people. This strategy had the principle that both think is much better than on his own thinking "Active strategy type of the power of two is designed to maximize the collaborative learning (together) and minimizing the gap between the other student with other students.

The steps of the type of active learning strategies The Power of Two according to Silberman in Lestari (2014:10):a)Give students one or more
questions that require reflection and thoughts; b) Ask learners to answering questions on their own; c) After completing all the answers, form the students in pairs and ask them to share answers with others; d) The ask pair create new answers to each question by improving the response of each individual; e) when all the pairs have finished writing the new answer, compare the answers of each spouse to the other spouse. The variations of the steps are: Invite the whole class to select the best answer for each question and to save time, specify a particular question to a particular pair. This is better than any pair of answering all the questions.

The power of two strategy will effective to increase the students reading ability because the power of two strategy force students to think for themselves and then exchange views on the results of their own thinking. The students are in demand for working together to find the most appropriate response from a text question. With the strength of both the students can easily determine all of the indicators of reading. Statement of the problems of the following two questions guided this research: (1) is the use the power of two strategy effective on the student’s reading ability for the third semester students of the English Education Department of IKIP-PGRI Pontianak? (2) How strong is the effectiveness of the use the power of two strategy on the student’s reading ability for the third semester students of the English Education Department of IKIP-PGRI Pontianak?

**METHOD**

The researcher applied a pre-experimental research. The research design in this research was implement in one group pre-test and post-test. Singh (2006:135) stated that experimental method is a scientific method, it is oriented to the future in the sense that the researcher is seeking to evaluate something new. It is a process of contribution to the already acquired fund of knowledge. It means that an experimental research is to investigate the correlation between cause and effect and how far its correlation is by giving treatment to experimental one group pre-test and post-test.

The researcher used cluster random sampling, among the four classes, the researcher determined to take only one class randomly as the sample in conducting the research by lottery. And the subject of the research is class A morning of third semester students of the English Education Department of IKIP-PGRI Pontianak that consist of 37 students. Test was applied to the students’ ability in reading.

The researcher explain about descriptive text and how to determine the main idea, understanding vocabulary, supporting details, interpretation and inferences of the descriptive text, and then the researcher gave the test of multiple choice each student. The researcher applied gave reading test for pre-test and post-test in the form of multiple choice consist 25 item for each test five options. The student answer the question by crossing the letter a, b, c, d, or e. Moreover the instrument was used as the tool of collecting the data.

The researcher used descriptive and inferential analysis in this research. The descriptive analysis was used to know the mean, median, mode, and standard deviation of the score of reading test. The normality test
were used to know the normality of the data. It was done before testing the hypothesis. To test the hypothesis and answer the research question number one, the researcher used t-test. And then, the researcher used the effect size. The function of effect size is to measure the effectiveness of treatment. Creswell (2012: 188) states that effect size is for identifying the practical strength in a population differences or relationship between variable that exist. To know the significant effect of the treatments, the researcher compared the mean $X_2 - X_1$ to determine whether the treatment have different effect on the students’ reading ability. The next stage is analyzing the effect of the treatments, which is called Effect Size.

**RESEARCH FINDINGS AND DISCUSSION**

**Research Findings**

From the result of students’ mean score of pre-test and post-test, it shown that mean score of pre-test was 67.89 and for the post-test was 73.41. The data considered normal if the score of probability of normality test at level of significance 5% (0.05) is higher than 0.05 (p>0.05) but if the score of probability lower than 0.05 (p<0.05) it means the data is not normal distribution. The result of normality test by Kolmogorov-Smirnov can be seen as follows:

<table>
<thead>
<tr>
<th>Normal Parameters$^{a,b}$</th>
<th>pre_test</th>
<th>post_test</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Mean</td>
<td>67.89</td>
<td>73.41</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>9.683</td>
<td>8.955</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td>Absolute</td>
<td>.180</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
<td>.093</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
<td>-.180</td>
</tr>
<tr>
<td>Test Statistic</td>
<td>.180</td>
<td>.209</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.004$^c$</td>
<td>.000$^c$</td>
</tr>
</tbody>
</table>

$^a$. Test distribution is Normal.

$^b$. Calculated from data.

$^c$. Lilliefors Significance Correction.

From the table above, it can be seen the sig.score of pre-test was .180. It can be conclude that the data of pre-test for 37 students as sample was in normal distribution because the value of sig. was higher than 0.05 or 0.180> 0.05. Then, for the post-test, the value of sig. was .290. It also can be conclude that the data of post-test for 37 students as sample was in normal distribution because the value of sig. was higher than 0.05 or 0.209> 0.05. Therefore, both of the data pre-test and post-test was in normal distribution. To test the hypotheses, the researcher used t-test in paired sample test. Then, the result of t-test can be seen in the following table:
From the result of t-test, it shown that t-test score (17.053) was higher than t-table (2.021) at 5% with degree of freedom (df) = 36. It can be conclude, there was a significant difference between mean score of pre-test and post-test. It means that the power of two strategy was effective in teaching reading ability for the third semester students of the English Education Department of IKIP-PGRI Pontianak.

After the researcher having process of describing the t-test score, the researcher find out the significant effect of the treatment to see how effective using the power of two strategy in teaching reading. From the result above, the significant score of effect size was 3.05 categorized as strong effect with > 1.00 = strong effect (see table on page 35). In other words, the use the power of two strategy considered good in teaching reading ability for the third semester students of the English Education Department of IKIP-PGRI Pontianak.

### Discussion

Based on the research findings, there was a significant effect in teaching reading by using the power of two strategy. The findings of this study is in line with results of the study showed the contribution of the power of two strategy in language learning during reading comprehension.

In the research, to find out the effectiveness of using power of two strategy for the third semester students of the English Education Department of IKIP-PGRI Pontianak, the researcher used t-test. Before using t-test, the researcher need to determine both of the data of pre-test and post test in normal distribution. To test the normality of data, the researcher was use Kolmogorov-Smirnov. From the result of normality test, it shown that the data of pre-test and post-test was in normal distribution. After that, the researcher used t-test to find out the effectiveness of the treatment. From the result of t-test, it shown that the sig. Score of t-test was higher that t-table. It means that the power of two strategy was effective on the student’s reading ability for the third semester students of the English Education Department of IKIP-PGRI Pontianak. The effect size was used to find out the research question number two, how strong is the effectiveness of the use the power of two strategy on the student’s reading ability for the third semester students.
of the English Education Department of IKIP-PGRI Pontianak. From the result of effect size, it shown that the score of effect size was strong effect, it means that the use of the power of two strategy was strong effect on the students’ reading ability for the third semester students of the English Education Department of IKIP-PGRI Pontianak.

This research also supported by Hidayat (2012) The Implementation of The Power of Two Strategyt to Increase Teaching and Learning English at The Second Grade of MTS Padang Batung Sungai Piring Kandangan, the result indicates there is a significance positive of implementation of The power of two strategy to increase learning english exactly in learning reading. This is in agreement with Budi Arti Rahayu the implementation strategy of learning the power of two learning Aqidah Akhlak in MTS Syaroful Millah Pengaron Kidul Semarang can improve learning outcomes in the areas of effective and strategy can also improve students learning activeness seen from the results the percentage of observations of students’ learning activeness which is always increased in each of her cycle.

Other previous reserach by Budi Arti Rahayu entitled Penerapan Strategy Pembelajaran The Power of Two Dalam Upaya Meningkatkan Hasil Belajar Akidah Akhlak Siswa Kelas VII.1 MTS Syaroful Millah Pengaron Kidul Semarang. On Mei 2011 found the implementation strategy of learning the power of two learning Aqidah Akhlak in MTS Syaroful Millah Pengaron Kidul Semarang can improve learning outcomes in the areas of effective and strategy can also improve students 'learning activeness seen from the results the percentage of observations of students' learning activeness which is always increased in each of her cycle.

Based on the explanation above, it means that the power of two strategy is effective to increase student’s learning, exactly in reading ability in this research. Active learning strategy type of the power of two is a strategy used to improve collaborative learning, to foster cooperation to the maximum, and reinforce the importance of the benefits of the synergy of two people (two heads are better than one), learning the students will collaborate with friends (two people) to strengthen understanding of each individual that must be mastered and applied by educators to specific learning objectives that have been set can be achieved by combining the power of two people in the learning process.

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