



TEACHING READING THROUGH “THE POWER OF TWO” STRATEGY FOR SENIOR HIGH SCHOOL STUDENTS

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Abstract

Reading is an important skill that is needed to get information from written text. In reading skill, students not only have to read but they have to comprehend the text in order to get the meaning from the text that they have been read. Although, many students still have difficulties in comprehending the text and low motivation in reading. It caused that there is a tendency the teacher does not use teaching strategy appropriately. That is why this paper is conducted in order to explain how to use “The Power of Two” strategy in teaching reading for senior high school students’. “The Power of Two” strategy is conducted to help students in comprehending the text by work in pairs so that students can change their mind with each other. This strategy will facilitate students to figure out their problems in reading. It also can make students enjoy and relax in reading process. Thus, students can improve their reading skill ability.

Key words: *Reading, Reading Comprehension, “The Power of Two” strategy*

A. INTRODUCTION

In learning and teaching English, there are four skill that have been learnt at school. They are listening, speaking, reading and writing. One of them is reading skill. Reading is considered to be an important skill that needs to be learnt by students. Since, reading is a phase where students can get information and knowledge, and the ability to read becomes a window to the world and students’ knowledge (Elizabeth S. Pang et al, 2003).

It is also supported by Jeremy Harmer (1998:68) that reading becomes an important role in the individual and the most important activity for the students in the learning process. By reading activity, we can get more knowledge and much information. Thus, Anne P. Sweet (1993:5) mentions that reading is comprehending and it also constructs of meaning.

In other words, reading officially has been taught starting from Junior High School and in some other schools, which starts from primary schools until Senior High School. Moreover, reading is a good thing to provide the opportunities to study language such as vocabulary, grammar, punctuation, constructs sentences,

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paragraphs, and text (Harmer, 1998:68). However, in general, many students faced problems in comprehending the texts.

Some of the problems faced by the students are lack of vocabulary. They generally have limited number of words to understand a text. This may lead to an ability to comprehend the text. Since, vocabulary is one of the important elements of language needed to comprehend the text well. The other problems that students commonly face in comprehending the text is due to the grammatical aspect. They often find this problems when reading any text. Many forms or grammatical aspect of a text are difficult or too complicated that may affect their comprehension on the text. Also, the students' motivation which they have lack of motivation in reading. They are not curious enough to read.

Meanwhile, the teachers have taught reading with several strategies in reading skill learning. The teachers only asks students to read aloud and answer the questions that has been given in a text books. Sometimes the teacher only explains the material until learning ends. To solve the problems, the teacher needs to find out the appropriate strategy or approach to motivate students' teaching reading or to engage students in a process of teaching and learning reading skill such as group work activities, question-answer relationship, small group discussion other strategies.

Many strategies can be used by the teacher in teaching reading comprehension. One of many strategies that appropriately used by the teacher is "The Power of Two" strategy. This strategy is the most suitable strategy used by the teacher in teaching reading. The Power of Two strategy is teaching reading strategy which have the purpose to help the students to comprehend the text. This strategy will help students how to understanding and comprehending reading skill by working in pairs so that students can change their mind each other to solve the problems in reading. This strategy will facilitate students to figure out their problems in reading. The teacher can use this strategy in learning.

"The Power of Two" strategy is a part of active learning which is the best way to improve students' learning activity. "The power of two" strategy includes in cooperative learning. According to Mel Silberman (1995:163), the power of two is the activity which can promote the cooperative learning and strengthen the importance of synergy benefits that two head are indeed better than one. This strategy is needed the two heads or minds that include in a small group.

Likewise, Bradley Horn, FredrickaStoller, and Marin S. Robinson (2008) assumed that the power of two or two heads are better that one is when two peoplesolve the problem by working together, they are more likely to strike gold and find a way to find a better solution together rather than they do individually.

Mel Silberman in Elaine Biech's book (2015) also adds that the power of two needs to focus to promote active learning. By asking participants to work with learning partners is an efficient and effective active-learning technique. He adds that the words "I gave them the information", "covered the material", or "said them how to do it" is very perverting for the teacher and the students. Also, saying, explaining or lecturing doesnot secure while receiver understands theinformation. Learning is not an unexpected consequence of the sharing of information in someone else. People learn through doing, not through being told.

Moreover, Surya Azmi (2012) says that “The Power of Two” strategy is to emphasize the ability of the 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. Thus, Sulaiman& Iqbal Ripo (2017) says that this strategy will effective to raise the students reading ability because it force the students to think and exchange views on the results of their own thinking.

In other words, Jeremy Harmer (2007:165) states that students can exercise their language together, learn a text, examine the language, or catch a part in information-gap in pairs activities. In this phase, students will do the activity such as think something and predict the content of the reading text then write down their idea.

In “The Power of Two” strategy, there are some steps (Mel Silberman, 1995:163). The steps are:

1. The students list topic-related questions on a flip chart, chalkboard or in workbooks that should be transparency.
2. The teacher asks the participants to answer the question individually during the learning process in a class.
3. After all of the participants have their answer, ask the other participants when they into form pairs. Each member shares their answers together.
4. The teacher ask the pairs to create a new answer to each questions to improve the individual's response.
5. When all of the students have written new answer, then the student compares the answer each other in group.

Moreover, there are some advantages of using “The Power of Two” strategy in reading comprehension, the advantages are listed below:

- a. It can develop the idea and the ability of the students. It is done by comparing each other.
- b. It helps students to work together with other group.
- c. It makes students will be active to study in a group. Also, they open their knowledge in comprehending a text.
- d. It gives the motivation to the students and can stimulate the students’ thinking and idea.
- e. This strategy is very simple to do because it will make students will be active in group and make it easier for teachers to organize students in teaching process

It can be concluded that the process learning is more effective when it is done in group. It will be intense by doing in pairs. Students can talk more personally what they are feeling or experiencing in small group. The process will be more effective for the students to cooperate and collaborate in pairs. This strategy is also more conducive for the students to declare the agreement or disagreement.

B. DISCUSSION

1. Teaching Preparation

- a. Choosing Teaching Materials

In using “The Power of Two” strategy, the teacher needs to concern and prepare what they are going to teach before they come to the classroom. In this preparation stage, the teacher must prepare the text before teach the students in the classroom. The use of “The Power of Two” strategy in Indonesian should be adapted to the basic competences in the curriculum 2013. In senior high school, there are some basic competences of reading skills that must be mastered by the students in some kinds of monologue texts. They are narrative text, factual report text, report text, recount text, descriptive text, and analytical exposition text.

Some kind of the text can be used in “The Power of Two” strategy such as narrative text, recount text, descriptive text, and analytical exposition text. But, in this phase, the teacher used analytical exposition text for second grade of students in senior high school. In this paper, the writer only focuses of using “The Power of Two’ strategy in teaching analytical exposition text. The material should be appropriate for the students’ ability level, knowledge, and situation so that they can work well and do not get difficulties to determine what the text means. It can also build the motivation and interest of the students. The teacher needs to provide the reading materials based on the students’ level and interests. It should do so that the students will be enjoyed and interested the material. Moreover, It must be suitable to the curriculum 2013. For instance, the teacher uses an example like phenomenon that happen in Indonesian such as global warming, traffic jam, flood and so on.

b. Setting Time Allocation

In “The Power of Two” strategy, setting time is used to set the activities from the beginning until the end of the class. The teacher should be able to manage the time in teaching reading process. In “The Power of Two” strategy, the teacher needs about ten minutes to explain the material what students should, thirty minutes to do the discussion, forty minutes to the question and answer section, and ten minutes to make a conclusion. The activity should be applies in one meeting. In one meeting, the time is 2x45 minutes.

c. Preparing Media

Another things that the teacher should prepare is media. Media is important thing is used in teaching and learning process. It is needed to help the teacher in teaching process. It also helps to build the students’ interest in learning so the student will not be bored during the class. The media that will be used in teaching reading by using “The Power of two” strategy are laptop, projector, and pictures.

d. Preparing a Lesson Plan

The teacher should prepare a lesson plan before coming to the class. Lesson plan consists of core competence, basic competence, indicators, objectives, media, learning materials, learning models, teaching and learning activity, and evaluation. These component will be guidance for the teacher to lead the teaching and learning activities in the classroom. In lesson plan, “The Power of Two” strategy focuses in whilst-teaching activity especially in associating activity because “The Power of Two” strategy is the discussion activity that consists of two people or in pairs so that this startegy must be applied in associating activity.

2. Implementation of “The Power of Two” Strategy in Teaching Reading Comprehension

a. Observing

Observing is the activity where the students have to observe the information that have been given by the teacher. They can observe the things based on the topic. In this phase, the teacher gives the example related to analytical exposition text such as some pictures. The students have to observe the pictures that have been shown by the teacher. After that, the teacher can ask the students what the students catch or get from the pictures, and what they look in the pictures. In addition, students observe the pictures about global warming.

b. Questioning

In this stage, the students can ask several questions about what they have been seen before. The students may ask questions that related to the pictures. The teacher’s role is to guide the students while asking some questions. The questions can be the purpose, generic structure, language features and social function of analytical exposition text. The teacher answer the students’ questions by asking the opinion of other students. Based on the students’ opinion, the teacher explain the right answer to avoid students’ hesistant about other students’ answers.

c. Collecting Information

In this phase, the students collect the ideas about analytical exposition text by using “The Power of Two” strategy. The teacher start to use this strategy and tell the students what they are going to read about analytical exposition text by using “The Power of Two” strategy in order to improve their reading comprehension. Before this strategy is applied, the teacher should explain more about “The Power of Two” strategy to the students, what and how the strategy applied in the classroom.

The teacher should tell the rules of the strategy. The rules are: first, the students have to prepare themselves to work together that they are going to work in group that includes two people in a group. Second, the teacher divides the students in different level or not in the same ability. In a group, the teacher chooses the students randomly. The teacher chooses the students based on their level such as student in the high level and low level must be in a group. But, if only a few smart students, the teacher can divide student appropriately. On the other hand, the teacher cannot divide the students in pair who are the same low level because it will make the student hard to discuss and exchange their ideas. Third, the students have to listen the teacher’s instruction before doing the text. Also, make sure that the students already understand what they are going to do before starting reading.

After the students already know about “The Power of Two” strategy, the students can work with their pair in a group. Furthermore, the teacher gives the text that related to analytical exposition text. It is also about global warming. The students must read the text. The teacher explains in general what is analytical exposition text that there are several parts such as definition, generic structure, language features and purposes. The teacher shares the text to all group in the classroom. Then, the students begin to read the text silently about twenty minutes in a group so that there is no interruption during reading time. In the

process, the teacher also read the text while the students read the text. In this phase, the students should be able to find definitions, generic structures, language features and purposes in the text given by the teacher. Then, students write important points in the text into a sheet of paper in one group.

d. *Assosiating*

This stage is the main stage of using “The Power of Two” strategy. This strategy can make a conductive learning by dividing students into several groups or pairs in a group because the two heads is better than one. Before doing the activity, the teacher asks the students about what the text means and what they can catch in the text such as what is global warming about, what is the impact of global warming and others.

Furthermore, the teacher asks the students to conduct discussion activities in their groups with a question and answer processing. They can discuss and exchange the ideas about the text which has been given. In this section, the teacher gives the students several minutes to conduct the discussion activities in pairs. In this part, the students can share and give a response each other in group.

Then, the teacher asks to list topic-related questions on a sheet of paper in group. Every group have to list topic-related questions about global warming. The important thing to know is the other students must have their own questions in all groups. After that, the teacher will ask a question to all of participants and they have to answer individually. While they read the text, they can ask each other in the group before they ask a question to another group.

Afterwards, the teacher chooses one group randomly to show their question in the classroom. Then, the teacher asks the participants in other group to answer the question that has been given by one group. They can discuss the answer together in group before they share their answer to all of participants in the classroom. After the question is answered, the teacher asks the students to think new answer or other answer based on their mind. It can improve the individual’s response each other. In this case, the students can think more broadly and show their thinking in order to answer the question from other group. Moreover, the students conclude the answer with their pairs from the question that has been given before. They write their answers on a sheet of paper in every group. Then, the teacher asks the students to compare their answers that they have been written to other group.

In this process, the students will be more active in thinking so that the teacher can find the students’ abilities. The teacher will know the level of students’ ability, especially in understanding the text. The teacher can appreciate the students for being able to catch the essence of the text in question and answer section. The students can find out many ideas that they can capture from the text. Previously, students had discussed what the text tells about, the generic structure, language features and the purpose of the text so that students already know and understand the analytical exposition in the text.

e. *Communicating*

In the last section, the students tell the result of their group from their note to get the feedback in the class. The teacher asks one representative of each group to deliver their discussion results in the class. Every group get a turn to deliver

their results. Thus, the students have a chance to share their thought about analytical exposition text and the activities that have been conducted. The students can tell to the teacher and their friends what they feel toward “The Power of Two” strategy. Then, they will get a comprehension in reading a text after they involved in this strategy.

C. CONCLUSION AND SUGGESTION

Reading is the important role which is always plays English learning compared with listening, speaking and writing skills. Reading is the main way that have to learn because reading obtains the information and the knowledge to improve our skill ability. Teaching reading comprehension has a challenging to the teacher because the students have no interest and less motivation in reading. From the problems, the teacher should use an appropriate strategy to motivate and encourage the students’ ability in reading comprehension. 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 will make students more active thinking and can work together in group. This strategy is effective to use because it will make students catch the lesson easily.

Based on the discussion above, the writer has some suggestions to improve students’ reading comprehension ability by using “The Power of Two” strategy. The first is the teacher should be able to make an effective way of teaching so students can understand easily. In this case, the teacher can choose a method or strategy that is conducive to broaden students' knowledge in the lesson. If the teacher uses the "The Power of Two" strategy, the teacher will be more easily to managing the students. The teacher also knows the students' abilities in reading process.

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