

SKRIPSI
THE USE OF THE POWER OF TWO STRATEGY IN TEACHING
ENGLISH TO IMPROVE THE READING COMPREHENSION
ABILITY OF THE ELEVENTH GRADE STUDENTS
OF MAN PINRANG

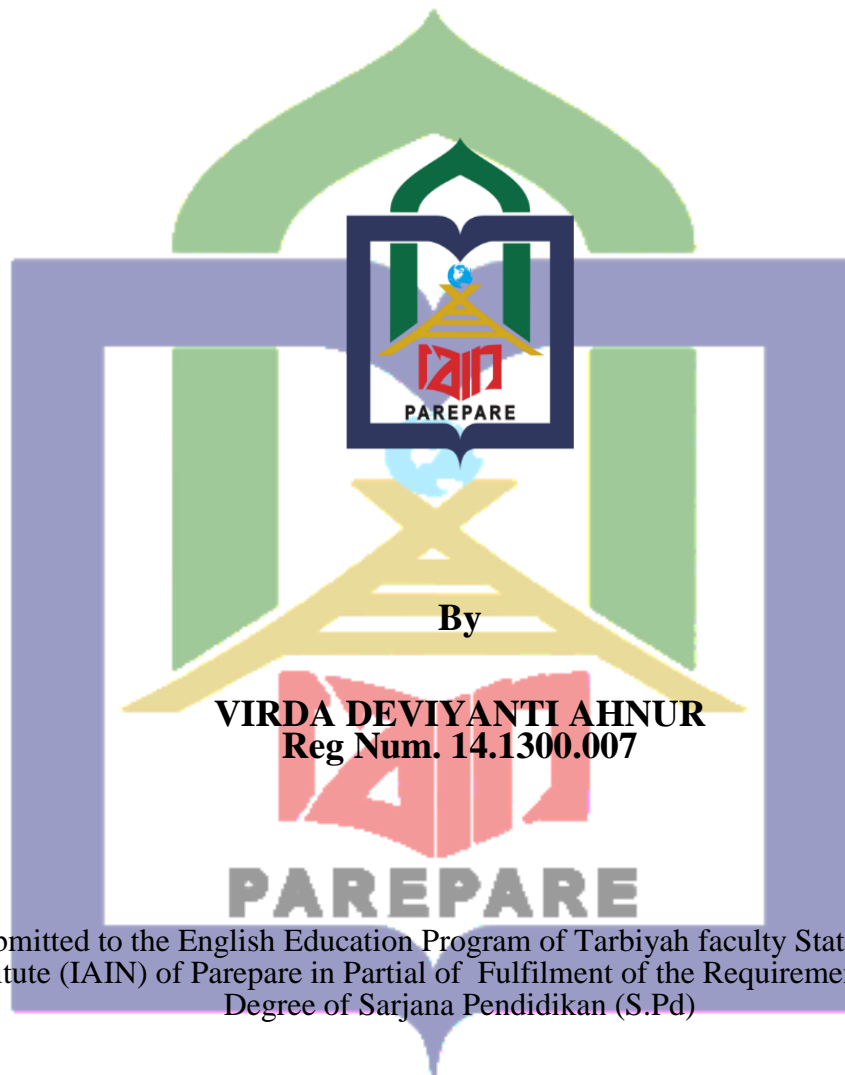


ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

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Skripsi

**As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd)**

English Education Program

Submitted by

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Reg Num. 14.1300.007

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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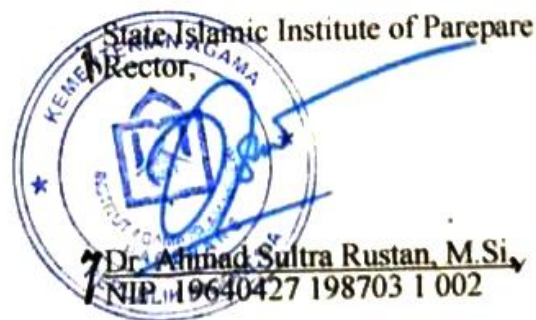
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Beneficent and The Merciful

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May the Almighty Allah swt be always with us

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

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ABSTRACT

Virda Deviyanti Ahnur. *The Use of the Power of Two Strategy in Teaching English to Improve the Reading Comprehension of the Eleventh Grade Students of Man Pinrang* (Supervised by Muzdalifah Muhammadun and Amzah).

The objective of the research is To know the score before and after of the use of the power of two strategy in teaching improve the reading comprehension of the Eleventh grade students of MAN Pinrang and To know the use of the power of two strategy in teaching improve the reading comprehension of the Eleventh grade students of MAN Pinrang

The research will be use reading comprehension test as an instrument which used to find out how far the students' improvement in reading comprehension. The population and sample was the student of MAN Pinrang. They were 38 students. The technique of sampling was purposive sampling technique, the data was analyzed by using test analyzed quantitatively.

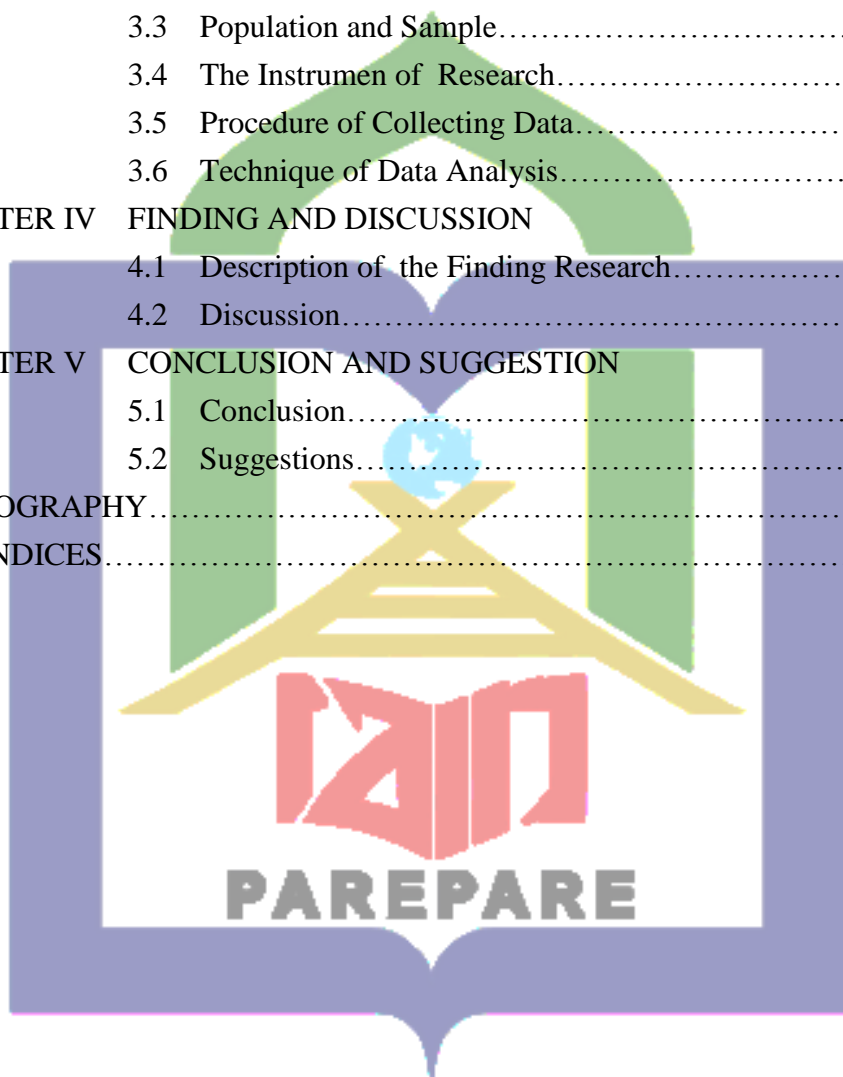
The result which used by using the power of two strategy, the student can improve their reading comprehension. The mean score of post-test in experimental class was 81.61 and the mean score of post-test in control class was 77.74. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.040. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. Based on the result of data analysis, the researcher concluded that there was significant influence of The Power of Two Strategy towards students' reading comprehension on recount text at the first semester of the eleventh grade students of MAN Pinrang.

Keywords: The Power of Two Strategy, Reading Comprehension and Teaching English.

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CHAPTER I

INTRODUCTION

1.1 Background

English is one of some international languages which is used by most people around the world. In a global era, people are expected to master English so that they can communicate with other people who live in other countries. As a tool of an international communication, it should be learned by people who live in a country which uses English as a foreign language, including Indonesia. To support Indonesian people in order to be able to communicate with other people around the globe, Indonesian government incorporates English into its educational curriculum as one of its compulsory subjects starting from junior high school. Hence, it is hoped that there will be a great chance for Indonesian learners to improve their English communication competence.

Learning language covers some aspects. One of the important aspects is linguistic aspect which covers grammar, vocabulary, pronunciation, structure, and so on. Beside those aspects, the learners also need to master these skills of the language such as listening, writing, reading, and speaking. However, it should be kept in mind that those skills cannot be learned discretely. Students who are learning English should master those skills integrately.

Reading as one of the language skills plays a big role in determining the success of a language acquisition. Reading becomes the stepping stone in learning. It is a way to digest language input in form of written text. Besides, reading enriches our knowledge of language. It increases our vocabulary mastery that is important in understanding things. Therefore, the more students read, the more students gain the valuable pieces of knowledge. Reading is an activity performed to develop an

understanding of a subject or topic and an essential skill that individuals need to process in order to be successful in life.¹

One of the most fundamental responsibilities of school is to teach students to read.² Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who does not learn the reading basics early is unlikely to learn them at all. Low reading achievement is the problems which cause the performing of school is low, it is harm the students and make the loss of public confidence in the school system.

The ability to comprehend something from reading materials for students who learn a foreign language needs to be improved in order to make them easier in reading process and to give them enough time in developing ability.³ Although reading is very important but students still have any difficulties in mastering reading.

The lack ability of students in reading English is influenced by several factors. The students were still difficult to comprehend the reading text. The students were confused to identify general information, find specific information, recognize textual meaning and recognize textual references in reading text. When students were given questions by the teacher and they looked for the answers in the text, the students were still confused how to answer the questions.

¹ Mckee. Steve. 2012. Reading Comprehension, What We Know: A Review of Research 1995 to 2011. Language Testing in asia. Retrieved from <http://download.springer.com/static/pdf/971/art%253A10.1186%252F2229-0443-2145.pdf?originUrl=http%3A%2F%2Fanguagetestingasia.springeropen.com>. (Accessed on 7th October 2018)

² Moats, Louisa. C. 1999. Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able To Do. Washington. Educational Resources Information Center (ERIC). Retrieved from <http://files.eric.ed.gov/fulltext/ED445323.pdf>. (Accessed on 7th October 2018)

³ Ermita., et al. 2012. *The Use of Kwl Plus Strategy To Improve Reading Comprehension of The Second Year Students Of Smp N 12 Pekanbaru*. FKIP Universitas Riau. Retrieved from <http://unmas-library.ac.id/wp-content/uploads/2014/06/skripsi-pdf.pdf>. (Accessed on 7th October 2018)

The power of two strategy is chosen to solve this problem. The power of two is learning activities that refer to the grouping of students in pairs to present answers of a problem given in the previous through certain stages.⁴ In addition, the power of two strategy emphasis on the learning active process, think and work together to enhance the learning achievements of students.⁵ On the strategy of active learning the power of two, students are asked to solve a pair problem. The power of two strategy is very useful method for the teacher in the class to teach reading comprehension and also it can be improved student ability in learning reading. Therefore, the researcher would like to conduct research about the use of the power of two strategy in teaching English to improve the reading comprehension ability of the eleventh grade students of MAN Pinrang.

1.2 Problem Statement

Base on background that is interposed above acquired much problem identification, that:

- 1.2.1 How does score of eleventh grade of MAN Pinrang students before and after using the power of two strategy?
- 1.2.2 Is the use of the power of two strategy in teaching able to improve the reading comprehension ability of the Eleventh grade students of MAN Pinrang?

1.3 The Objective Of the Research

⁴ Zain. Moch. R& Kholis. Nur. 2015. *Pengaruh Strategi Pembelajaran Tipe The Power of Two Dengan Tipe Question Student Have Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Teknik Elektronika Di Smk Negeri 7 Surabaya*. Jurnal Pendidikan Teknik Elektro, Volume 04 No 02.. Retrieved from <http://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-pendidikan-teknik-elektro/article/view/11758>. (Accessed on 7th October 2018)

⁵ Ali., et al. 2012. *Strategi Pembelajaran Aktif The Power Of Two Dan Kemampuan Komunikasi Matematika*. Jurnal Pendidikan Matematika. Vol. 1 No. 1. Part 2: Hal 6-11. Retrieved from <http://ejournal.unp.ac.id/students/index.php/pmat/article/download/1146/838>.

To know the use of the power of two strategy in teaching improve the reading comprehension ability of the Eleventh grade students of MAN Pinrang

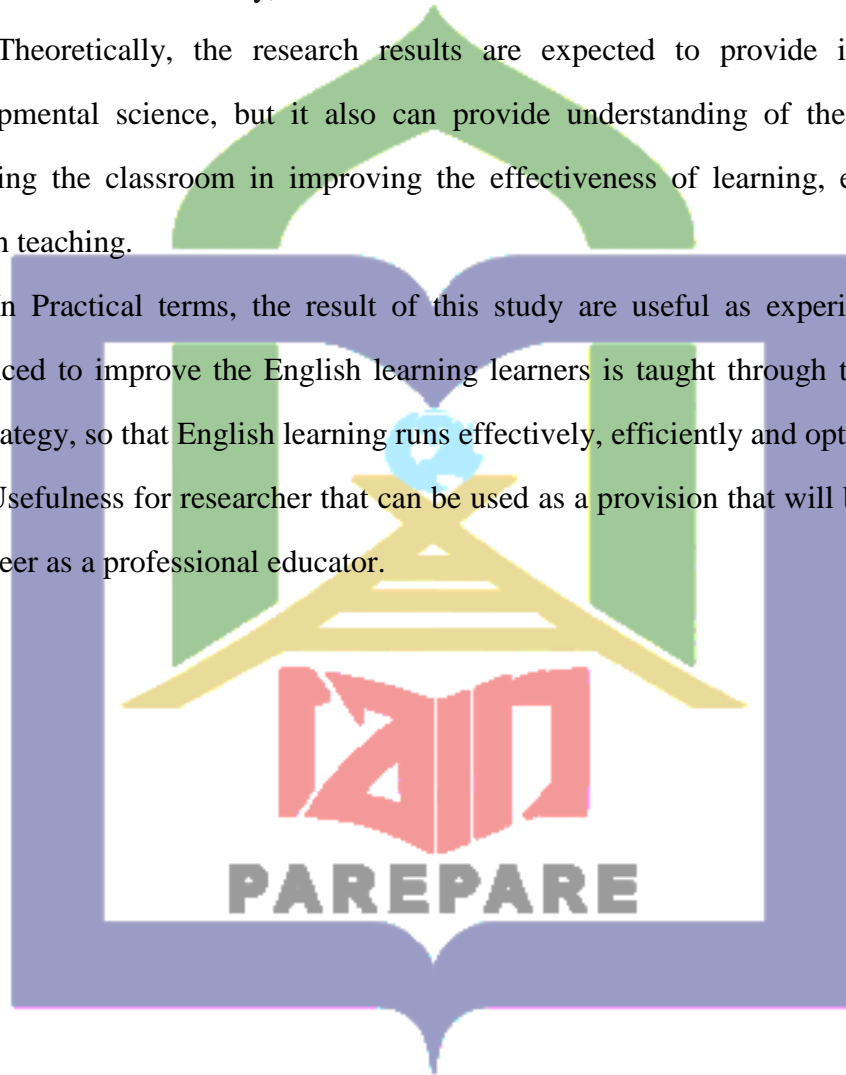
1.4 Significance of the Research

The usefulness of this study, as follow

1.4.1 Theoretically, the research results are expected to provide input in the developmental science, but it also can provide understanding of the teachers in managing the classroom in improving the effectiveness of learning, especially in English teaching.

1.4.2 In Practical terms, the result of this study are useful as experience and as referenced to improve the English learning learners is taught through the power of two strategy, so that English learning runs effectively, efficiently and optimally.

1.4.3 Usefulness for researcher that can be used as a provision that will be useful for her career as a professional educator.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research.

2.1 Some Partinent Ideas

2.1.1 The Concept of Reading

2.1.1.1 Definition of Reading

Reading is the act of creating meaning with the text. This process will require the use of background knowledge, vocabulary, experiences of the readers to help them in comprehending the written text.⁶

The National Council of Teacher of English (NCTE) Commission on Reading stated:

“Reading is complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text and their knowledge of their culture to construct meaning. Reading Is not a technical skill acquired once and for all in the primary grades, but rather developmental process. A readers’ competence continues to grow through engagement with various types of text and wide reading for various purposes over a life- time.”⁷

⁶ Jhonson. Andrew. P. 2008. *Teaching Reading and Writing*. NewYork. Rowman & Littlefield Education.

⁷ The National Council of Teacher of English (NCTE). 2004. On Reading, Learning to Read, and Effective Reading Instruction: An Overview of What We Know and How We Know It. Retrieved from <http://www.ncte.org/positions/statements/onreading>. (Accessed on 23rd October 2018)

Reading comprehension is defined as the process of unlocking meaning from connected text.⁸ Up to now, reading comprehension as a great source of knowledge has been one of the important parts in second/foreign language tests and examinations; it plays a basic role in the educational and professional life of many students.

2.1.1.2 The Purposes of Reading

When we begin to read, we actually have some decisions to make, and we usually make these decisions very quickly, almost unconsciously in most cases. There are some purposes of reading as follows:

2.1.1.2.1 Reading to search simple information and reading to skim

Reading to search for information is a common reading ability. In reading to search, the reader typically scans the text for a specific piece of information or a specific word. So, it can be said that reading to search is useful for the readers to find as well as to figure out the information needed by scanning and skimming the text.

2.1.2.2.2 Reading to learn from text

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities: a) to remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text, b) to recognize and build rhetorical frames that organize the information in text, c) to link the text to reader's knowledge base.

2.1.2.2.3 Reading to integrate information, write and critique text

Reading to integrated information requires additional decisions about the

⁸Sadeghi. Nabiollah. 2012. Learning Styles, Personality Types and Reading Comprehension Performance. English Language Teaching. Vol. 5. No 4. Retrieved from files.eric.ed.gov/fulltext/EJ1079058.pdf. (Accessed on 23rd October 2018)

relative importance of complementary, mutual supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

2.1.2.2.4 Reading for general comprehension

Reading for general understanding is the most basic purpose for reading. Reading for general understanding is also found as the most complex than it commonly assumed. Reading for general understanding when it is accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time. Because of its demands for processing efficiency, reading for general understanding is more difficult to master than reading to learn.⁹

2.1.1.3 Types of Reading Performance

There are several types of reading performance according to Brown as follow:

2.1.1.3.1 Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here; except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2.1.1.3.2 Selective

⁹ Grabe, W. & Stoller, F.L. 2011. *Teaching and Researching Reading*. Second Edition. New York. Routledge.

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc.

2.1.1.3.3 Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

2.1.1.3.4 Extensive

Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

2.1.2 The concept of the Power of Two Strategy

2.1.2.1 Definition of the Power of Two Strategy

The term power means ability to act, regarded as latent or inherent; the faculty of doing or performing something; capacity for action or performance; capability of producing an effect, whether physical or moral: potency; might.

The power of two learning strategy is included as part of active learning which is one of the best ways to improve learning more actively by giving learning assignments done in small groups of students. The support of fellow students and their diversity of opinions, knowledge, and skills will help make learning a valuable part of the climate in the classroom. However, shared learning is not always

effective. There may be unbalanced participation, poor communication and confusion.

Then term two means the sum of one and one; the number next greater than one, and next less than three; two units or objects. So, the power of two means that combining the ability of two people, two people better than one. Combining the two people means that we make a small group, each group consist of two people.

In addition, the power of two, that means merging the power of two people. Merging the power of two people in this case is form small groups, each the group consists of two people (students).¹⁰

The power of two "strategy is used to emphasize the students to be more active, to think, to work together during teaching learning process. According to Muqowin, "the power of two "strategy is an activity to increase collaborative learning and encourage the benefits of that's synergy, because two peoples is better than one.

"The power of two "strategy emphasized the students team work when discussing with their pairs to find the answer of the questions given by the teacher. In this case, the students in high level will be the tutor for the students in low level. In this tutorial process, the high level students will increase their academic ability because as a tutor they should help the low level students, so they should think more about the material, whereas the lower level students will get more information from the higher level students. Based on the explanation above, she hopes that this strategy will be effective to be used in teaching reading especially narrative text because it

¹⁰ Yelli. Almi. 2014. *Meningkatkan Hasil Belajar Matematika Siswa Pada Materi Pokok Fungsi Melalui Strategi Pembelajaran The Power Of Two Pada Siswa Kelas Viii-1 Smpn 1 Rambah Tahun Pelajaran 2012/2013*. Jurnal Ilmiah Edu Ressearch. Vol. 3. No 2. Retrieved from *e-journal.upp.ac.id/index.php/EDU/article/view/372*. (Accessed on 23rd October 2018)

can improve students understanding about the material and help the students to comprehend the text easily¹¹

One of way how to make students more understand about the material is form small groups because students are free to ask anything about material to the teacher.

2.1.2.2 Procedure of the Power of Two Strategy

The implementation of the power of two strategy is very precise, children easily master and understand what is conveyed by a teacher both lessons in the form of concepts or principles in subjects.

The teaching procedures in implementing learning strategies the power of two is determined by student activities, not on teacher activities. This is the application of the basic concepts and learning strategies of the power of two itself, namely optimizing student activities. The first step is to choose learning material, the teaching material will fill the learning process. In teaching and learning activities must formulate what students must do and how they do it.

There are various types of teaching and learning activities in learning the material of learning such as listening, seeing, observing, asking, working, discussing problem solving, demonstrating, painting, describing, trying. In implementing the strategy of the power of two there are procedures to achieve learning objectives optimally and an educator must be able to use learning strategies correctly, effectively and efficiently through the steps in the teaching and learning process.¹²

Sya'idah explains the step in using the power of two strategy as follow:

¹¹ <http://repository.ump.ac.id/3601/3/SUTENG%20SULISYIANI%20-%20BAB%20II.pdf>.
(Accessed on 7th December 2018)

¹² Sanaky, Hujair H. Metode dan Strategi Pembelajaran Berorientasi pada Pemberdayaan Peserta Didik.2006

- a. Give the students one or more questions that require reflection and thoughts.
- b. Ask the students to answer the questions individually.
- c. After all the students answer it, make pairs and ask them to share their answers with their partner.
- d. Ask the students to create a new answer of the question by correct the response of each individual.
- e. When all the pairs have finished writing the new answers, compare the answers of each pair to the other.¹³

2.1.2.3 The Advantages of the Power of Two Strategy

Rahayu explains the advantages of the power of two strategy as follow:

- a. Students are not too dependent on the teacher, but can Add to the trust's ability to think on your own, find the information from various sources and learn from other students.
- b. Developed the ability of expressing an idea or idea with the words verbally and by comparing ideas or the ideas of others.
- c. Helps kids to work together with other people, and aware of all its limitations and accept all the drawback.
- d. Help students to be more responsible in carry out its work.
- e. Increase the motivation and give a stimulus for thinking.
- f. Increase the academic achievement of social capabilities at once.¹⁴
- g. Excellence in Learning Strategies The Power of Two

¹³ Sya'idah. Halimah. 2016. *Pembelajaran Model Advance Organizer Melalui Strategi The Power Of Two Terhadap Kemampuan Koneksi Matematis*. Jurnal PGSD Kampus Cibiru. Retrieved from http://kd-cibiru.upi.edu/jurnal/index.php/antologi_pgsd/article/view/591.

¹⁴ Rahayu, Budi, Arti. 2011. *Penerapan Strategi Pembelajaran The Power Of Two Dalam Upaya Meningkatkan Hasil Belajar Aqidah Akhlak Siswa Kelas Vii.1 Mts Syaroful Millah Penggaron Kidul Semarang*. Institute Agama Islam Negeri Walisongo. Retrieved from library.walisongo.ac.id/digilib/download.php?id=20152.

- Students do not rely too much on the teacher, but can add to the confidence of their own thinking skills, find increasing trust in their own thinking skills, find information from various sources and learn from other students.
- Develop the ability to express ideas or ideas with words verbally by comparing ideas or ideas of others.
- Help children to work together with others, and realize all their limitations and accept all their shortcomings.
- Help students to be more responsible in carrying out their tasks.
- Increase motivation and provide stimuli for thinking.
- Increase academic achievement as well as social ability.

2.2 The Previous Related Research Findings

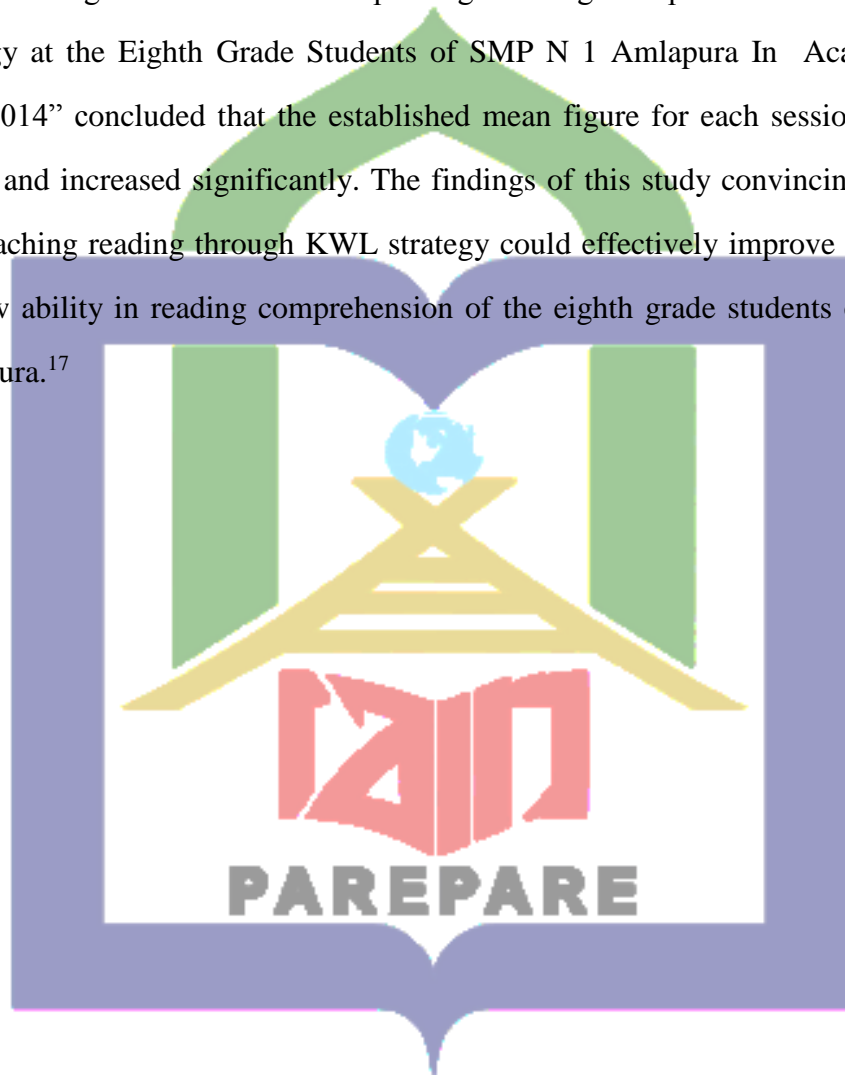
Hidayat in his research “The Power of Two Strategy In Teaching And Learning English at The Second Grade of MTSN Padang Batung Sungai Paring Kandangan Academic Year 2011-2012” concluded that the result of his research shows that the teacher’s activity in using the power of two strategy in teaching and learning at the second grade students of Mtsn Padang Batung Sungai Paring Kandangan was running well. The students are more motivated to learn in the class, they have more confidence, and they are more active in class activity.¹⁵

Tri wahyuni in her research “The Implementation of The Power of Two Strategy to Solve the Students’ Problem in Reading Comprehension at First Grade of SMK PGRI 1 Tulungagung Academic Years 2015/2016” The finding in her study indicates

¹⁵ Hidayat. Surya. Azmi. 2012. *The Power of Two Strategy In Teaching And Learning English at The Second Grade of Mtsn Padang Batung Sungai Paring Kandangan Academic Year 2011-2012*. State Institute For Islamic Studies. Retrieved from idr.iain-antasari.ac.id/2247/1/SKRIPSI%20SURYA%20AZMI%20HIDAYAT.pdf.

that the power of two strategy could solve students' problems in reading comprehension. The matter could be seen from progression of percentage of students' active participation and students' score.¹⁶

Karang in her research "Improving Reading Comprehension through KWL Strategy at the Eighth Grade Students of SMP N 1 Amlapura In Academic Year 2013/2014" concluded that the established mean figure for each session was much higher and increased significantly. The findings of this study convincingly revealed that teaching reading through KWL strategy could effectively improve and increase the low ability in reading comprehension of the eighth grade students of SMP N 1 Amlapura.¹⁷



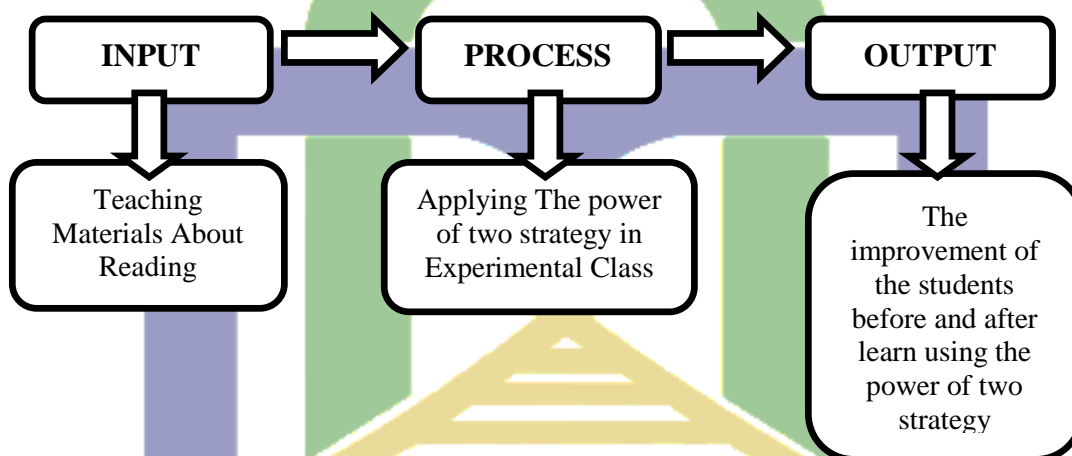
¹⁶ Triwahyuni. Tutut. 2016. *The Implementation of The Power of Two Strategy to Solve the Students' Problem in Reading Comprehension at First Grade of SMK PGRI 1 Tulungagung Academic Years 2015/2016*. State Islamic Institute (IAIN) of Tulungagung. Retrieved from <http://repo.iain-tulungagung.ac.id/4529/1/COVER.pdf>.

¹⁷ Karang, Putri, Dian, Purnami. 2014. *Improving Reading Comprehension through KWL Strategy at the Eighth Grade Students of SMP N 1 Amlapura In Academic Year 2013/2014*. Mahasaraswati Denpasar University. Retrieved from <http://unmas-library.ac.id/wp-content/uploads/2014/06/skripsi-pdf.pdf>.

2.3 Conceptual Framework

In the implementation of learning an English, the teacher must have different types of teaching skills, so that the learning is carried out can run as expected.

As well as in MAN Pinrang, an English teacher must have different types of learning strategy so that students are motivated in improving English learning outcomes. For more details the research framework is described as follows:



In the theoretical framework, the writer assumes that teaching using the power of two strategy to improve student's reading comprehension is good

2.4 Hypothesis

Based on the review of relate literature and the problem statement, the writer put forward research hypothesis as follows: improving the reading comprehension of the Eleventh grade students by using the power of two strategy.

The hypothesis is derived from a combination of the word “hypo” meaning “basis” or “temporary” and thesis meaning “opinion or statement or conclusion based on strong or reasonable factors or reasons” (*Logman Dictioneri of Contemporary*

English, 1978)".¹⁸ Hypothesis is a temporary suspension of a problem. Said temporary, because the answer given based only on the relevant theories, not based on empirical fact through data collection.

Based on it then writer describe the hypothesis as follows:

2.4.1 Ho: There is improvement in teaching reading using the power of two strategy at the Eleventh grade students of MAN Pinrang

2.4.2 Hi: There is no improvement in teaching reading using the power of two strategy at the Eleventh grade students of MAN Pinrang

2.5 Variable and Operational Definition of Items

2.5.1 Variables

There are two variables of this research; these are independent variable and dependent variable.

2.5.1.1 Independent Variable

Independent variable of this research is the use of the power of two strategy in teaching.

2.5.1.2 Dependent Variable

Dependent variable of this research is students' reading comprehension ability of the Eleventh grade students of MAN Pinrang

2.5.2 Operational Definition of Items

2.5.2.1 The power of two strategy

The power of two strategy is the alternative way that is intended to develop students' ability to read by pair. The students are asked to read the recount text and. The text will be different in each meeting..

¹⁸Kemas Ali Hanafiah, *Dasar-Dasar Statistika*, (Cet. II; Jakarta: PT Raja Grafindo Persada 2010)

2.5.2.2 Reading Comprehension Ability

Reading comprehension is the ability of the Eleventh grade students of MAN Pinrang in conveying message or information to reading text. It represents how well readers understand literal comprehension which concentrates on explicit meaning and inferential comprehension which concentrates on implicit meaning in the reading text.



CHAPTER III

RESEARCH METHOD

3.1 Research Design

Considering data and the aims of research used quantitative method to conduct this study. The research design was applied Quasi-Experimental method with nonequivaby using pre-test, treatment and post-test. The design was presented as follows:

$$\begin{array}{c} E = O_1 \\ X O_2 \end{array}$$

Where:

E: Experimental Class

C: Control Class

O₁: Pre-test

O₂: Post-test

X: Treatment

3.2 Location and Time of Research

3.2.1 Research Location

The Location chosen by researcher and the place of implementation in this research is MAN Pinrang.

3.2.2 Research Time

Time spent in the implementation of this study is conducted one month duration (tailored to the needs).

3.3 Population and Sample

3.3.1 Population

The population of the research is the eleventh grade students of MAN Pinrang in academic year 2018, which consists of eighth classes with the total number of population 293 students.

3.3.2 Sample

The sampling technique used by the researcher is the purposive sample the technique to determining the sample with certain consideration, in which the purposive sample is “sampling technique with certain consideration”.¹⁹ On this research, the researcher will take 2 class as sample, because the researcher assumes that each grade level is represented by 1 class only to maximize the results of research. Thus, the sample in this research is XI.SAINS 4 and XI SAINS 5 which amounted to 31 students.

The reason why the researcher choose XI SAINS 4 and XI SAINS 5 of MAN Pinrang because most of students don't have ability in reading comprehension ability, so the researcher try to use the power of two strategy to improve students reading comprehension.

3.4 Instrument of the Research

The research used reading comprehension test as an instrument which used to find out how far the students' improvement in reading comprehension. The reading test relate to the narrative text that consist of 20 items where 10 items in form of multiple choices, 5 item in form of true/false question, and 5 items for matching text. To score each of items, the researcher give one point for right answer and zero point for wrong answer.

3.5 Procedure of Collecting Data

¹⁹Sugiono, *Statistika Untuk Penelitian*, (Bandung: CV Alfabeta, 2002)

The researcher was conducted the test to the students. Testing was conducted twice, pre-test and post-test. The pre-test was given to identify the students' ability in reading comprehension before giving treatment, and post-test was given to find out the improvement of students' reading comprehension after giving treatment.

In collecting data the researcher was used the following procedure:

3.5.1 Pre-test

Before conducting the treatment the researcher gave pre-test. Pre-test was used to find out information about students' reading comprehension by using multiple choice, true false and matching text before teaching the power of two strategy.

3.5.2 Treatment

The procedures of treatment that are given as follows:

- 3.5.2.1 The researcher explained the subject in the form of narrative text.
- 3.5.2.2 The researcher gave narrative text to the students to be read.
- 3.5.2.3 The researcher gave a question to the students that require reflection and thoughts.
- 3.5.2.4 Ask the students to answer it individually.
- 3.5.2.5 The researcher was help the students to understand unfamiliar vocabulary and correct their spelling.
- 3.5.2.6 After the students answered the questions, the researcher asked the Students to make pair
- 3.5.2.7 The researcher asked the students to discuss their answer with their partner
- 3.5.2.8 The researcher asked the students to make new answer after having discussion.
- 3.5.2.9 Compare the students' answered of each pair with the other.

3.5.2.10 The researcher corrected the students' answer

3.5.2.11 The last activity, the researcher gave a review about the subject

3.5.3 Post-test

After giving the treatment, the researcher conducted the post-test for the students. It aims to measure the students' improvement in reading comprehension by using the power of two strategy.

3.6 Technique of Data Analysis

In scoring the students' result of the test Arikunto's formula²⁰ was used. The ideal highest score is 100. The scores of the pretest and posttest are calculated by using this formula:

3.6.1 Scoring the students' answer

$$S = \frac{R}{N} \times 100\%$$

Where:

S: The score of the test

R: The total of the right answers

N: The total items

3.6.2. The Rate Percentage of the Students Score Obtained

No.	Score	Classification
1.	86-100	Very Good
2.	71-85	Good

²⁰ Arikunto, *Prosedur penelitian: Suatu pendekatan praktik. (fourteenth ed.)*. (Jakarta: PT Rineka Cipta, 2010) p.271

3.	56-70	Fair
4.	41-55	Poor
5.	<40	Very Poor

(Data' source Arikunto. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktik.*)

Findings significance difference of the students comprehends on the pre-test and post-test by calculatin the means score of each group the researcher used formula as follow:

$$M = \frac{\sum X}{N}$$

In which:

X: Mean score

\sum : Total Score

N: The total number of students.

3.7 Criteria of testing hypothesis:

The statistical hypothesis in this researcher is as follows:

$$H_o = \mu_1 > \mu_2$$

$$H_i = \mu_1 < \mu_2^{21}$$

To test hypothesis the researcher used two tails with 0,05 level of significance. For independent sample, the formula of freedom (df) is N-1.

If $t_{table} > t_{test}$, H_o is accepted and H_a is rejected, it means that the power of two strategy is able to improve the students' reading comprehension.

If $t_{table} \leq t_{test}$, H_a is accepted and H_o is rejected, it means that the power of two strategy is not able to improve the students' reading comprehension.

²¹Gay L. R., *Educational Research Competencies for Analysis and Application*, (New York: Charles E. Merrill Publishing Company, 1981) p.228

BAB IV

FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 Description of Treatment

The research had been conducted since September of 2019. This research had been carried through six steps. They involved pre-test, three time treatments, and post test. To find out the influence of using The Power of two Strategy , the researcher identified several results, they were: the score of students before treatment, the score of students after treatment, the differences between students" score in pre-test and post-test and from the differences of students" atmosphere between the students who are taught by using The Power of Two Strategy in teaching and learning process (Guided Reading Strategy), they were in teaching reading comprehension, especially in Eleventh grade of MAN Pinrang.

Before the test was used as an instrument to collect the data, the researcher prepared 80 items as the instrument of the test, 40 items for pre-test and 40 items for post-test. From some items were chosen as instrument of the test. The choosing of the instrument had been done by considering two categories, validity and reliability. After being tryout the researcher used 20 questions for the pre-test. The test given before and after the students followed the learning process was provided by the researcher. This test was given for control class and experimental class. Before the

activities were conducted, the researcher determined the materials and lesson plans. The experimental class learnt by using The Power of Two Strategy, while the control class used Guided Reading Strategy.

Statistics

	Pretest	Posttest
N Valid	31	31
Missing	0	0
Mean	58.0645	81.6129
Median	60.0000	85.0000
Mode	70.00	75.00
Std. Deviation	15.95188	10.59773
Variance	254.462	112.312
Minimum	35.00	60.00
Maximum	85.00	100.00
Sum	1800.00	2530.00

4.1.2 Result of the Pre-Test (Experimental Class)

Table 4.1

No.	Name of Students	Scores
1.	M.Takdir	40

2.	Muh. Idul Fitrawansyah	40
3.	Friska Wahyuni	35
4.	Fisca Anisa Sudirman	45
5.	Ardiansyah	35
6.	St. Juleha	45
7.	Muh. Rizal	50
8.	Ulfa Amelia	85
9.	Tawakkal M	55
10.	Johana	75
11.	Sri Nurwahyuni	65
12.	Shinta Bella	45
13.	Wahyuni	35
14.	Nuraini Sofyan	45
15.	Arina	65
16.	Sila	80
17.	Hermayanti	70
18.	Abdilla Afandy	65
19.	Nurnadifa S.	70
20.	Pika	70
21.	Rani Suardi	75
22.	Sarina	80

23.	Kurnia Sari	70
24.	Natasya Stefani	70
25.	Muh. Syahril	55
26.	Rini Handayani	60
27.	Indah Lestari Sanai	60
28.	Mahatir Ahmad	35
29.	Abd. Rahmatullah	40
30.	Wardatul Fatihah	55
31.	Jabbar	80
32.	Nirawana Akib	70
33.	Zulhit Syaputra	85
34.	Andi Alif Ilham Aco	75

Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 35.00	4	12.9	12.9	12.9
40.00	3	9.7	9.7	22.6
45.00	4	12.9	12.9	35.5
50.00	1	3.2	3.2	38.7

55.00	3	9.7	9.7	48.4
60.00	2	6.5	6.5	54.8
65.00	2	6.5	6.5	61.3
70.00	6	19.4	19.4	80.6
75.00	3	9.7	9.7	90.3
80.00	1	3.2	3.2	93.5
85.00	2	6.5	6.5	100.0
Total	31	100.0	100.0	

The pre-test was administered in order to know students' Reading comprehension before the treatments given. It can be seen from the pre-test score of students' reading comprehension in the experimental class and control class. After the data were analyzed, the result showed that the mean score of the pretest in the control class was 58.06. The highest score was 85.00 and the lowest was 35.00. The median Score was 60.00 in completing the test.

4.1.3 The Result of Post Test (Experimental Class)

Table 4.2

No.	Name of Students	Scores
1.	M.Takdir	60
2.	Muh. Idul Fitrawansyah	60

3.	Friska Wahyuni	75
4.	Fisca Anisa Sudirman	75
5.	Ardiansyah	75
6.	St. Juleha	85
7.	Muh. Rizal	90
8.	Ulfa Amelia	95
9.	Tawakkal M	75
10.	Johana	95
11.	Sri Nurwahyuni	95
12.	Shinta Bella	75
13.	Wahyuni	85
14.	Nuraini Sofyan	90
15.	Arina	80
16.	Sila	80
17.	Hermayanti	90
18.	Abdilla Afandy	90
19.	Nurnadifa S.	90
20.	Pika	90
21.	Rani Suardi	75
22.	Sarina	80
23.	Kurnia Sari	100

24.	Natasya Stefani	90
25.	Muh. Syahril	75
26.	Rini Handayani	85
27.	Indah Lestari Sanai	75
28.	Mahatir Ahmad	75
29.	Abd. Rahmatullah	75
30.	Wardatul Fatihah	80
31.	Jabbar	60
32.	Nirawana Akib	85
33.	Zulhit Syaputra	75
34.	Andi Alif Ilham Aco	90

Post-test

	Frequenc y	Percent	Valid Percent	Cumulative Percent
60.00	3	9.7	9.7	9.7
75.00	11	35.5	35.5	45.2
Valid 80.00	1	3.2	3.2	48.4
85.00	4	12.9	12.9	61.3
90.00	8	25.8	25.8	87.1

95.00	3	9.7	9.7	96.8
100.00	1	3.2	3.2	100.0
Total	31	100.0	100.0	

The post-test was administered in order to know students' Reading comprehension after the treatments given. It can be seen from the pre-test score of students' reading comprehension in the experimental class. After the data were analyzed, the result showed that the mean score of the pretest in experimental class was 81.61. The highest score was 95.00 and the lowest was 60.00. The median Score was 85.00 in completing the test.

Statistics

	Pretest	Posttest
N		
Valid	31	31
Missing	0	0
Mean	54.1935	77.7419
Median	60.0000	80.0000
Mode	60.00	80.00
Std. Deviation	13.54602	10.23383
Variance	183.495	104.731
Minimum	15.00	55.00

Maximum	70.00	100.00
---------	-------	--------

4.1.4 The Result of Pre-Test (Class Control)

Table 4.3

No.	Name of Students	Scores
1.	Nurhalisa	65
2.	Ridha Faisha	70
3.	Meranti Iis	40
4.	Fatmawati	65
5.	Sitti Nur Asia	25
6.	Nur Aini	40
7.	Ade Isman Ella	50
8.	Nurul Esti Febriayu	60
9.	Rahayu	70
10.	Nurul Qalbi	50
11.	Khafifah	60
12.	Firiani	55
13.	Andi	65
14.	Nurhidayah Sidang	50
15.	Sri Wanda	55
16.	Sherina Sudirman	75

17.	Sastra Chandra Kirana	65
18.	Lutfiah	60
19.	Ardi Asrat	60
20.	Muh. Yusuf	50
21.	Aswar N.	70
22.	Muh. Khasyim Ghani	50
23.	Nur Aslim	60
24.	Resky Hidayah	55
25.	Nurmalasari	45
26.	Maulidina Safitri	45
27.	Abd. Perin	45
28.	Nurhikmah	45
29.	Muh. Rizal	45
30.	Herika	40
31.	Imran	45
32.	Nur Syamsi	15
33.	Muh. Ahyar	75
34.	Arwana	70
35.	Reski	70
36.	A. Alam	60
37.	Natasya Putri	70

38.	Mazharani	70
39.	Adinda Mutmainnah	50

Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
15.00	1	3.2	3.2	3.2
25.00	1	3.2	3.2	6.5
40.00	3	9.7	9.7	16.1
45.00	5	16.1	16.1	32.3
50.00	3	9.7	9.7	41.9
55.00	2	6.5	6.5	48.4
60.00	6	19.4	19.4	67.7
65.00	5	16.1	16.1	83.9
70.00	5	16.1	16.1	100.0
Total	31	100.0	100.0	

The pre-test was administered in order to know students' Reading comprehension before the treatments given. It can be seen from the pre-test score of students' reading comprehension in the control class. After the data were analyzed,

the result showed that the mean score of the pretest in the control class was 54.19. The highest score was 70.00 and the lowest was 15.00. The median Score was 60.00 in completing the test.

4.1.5 The Result of Post-Test (Class Control)

Table 4.4

No.	Name of Students	Scores
1.	Nurhalisa	80
2.	Ridha Faisha	85
3.	Meranti Iis	70
4.	Fatmawati	80
5.	Sitti Nur Asia	75
6.	Nur Aini	65
7.	Ade Isman Ella	85
8.	Nurul Esti Febriayu	80
9.	Rahayu	90
10.	Nurul Qalbi	70
11.	Khafifah	85
12.	Firiani	90
13.	Andi	80
14.	Nurhidayah Sidang	85
15.	Sri Wanda	70

16.	Sherina Sudirman	55
17.	Sastra Chandra Kirana	80
18.	Lutfiah	70
19.	Ardi Asrat	60
20.	Muh. Yusuf	85
21.	Aswar N.	80
22.	Muh. Khasyim Ghani	80
23.	Nur Aslim	70
24.	Resky Hidayah	65
25.	Nurmalasari	85
26.	Maulidina Safitri	80
27.	Abd. Perin	75
28.	Nurhikmah	80
29.	Muh. Rizal	80
30.	Herika	80
31.	Imran	70
32.	Nur Syamsi	90
33.	Muh. Ahyar	80
34.	Arwana	100
35.	Reski	80
36.	A. Alam	65

37.	Natasya Putri	90
38.	Mazharani	80
39.	Adinda Mutmainnah	75



Posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
55.00	1	3.2	3.2	3.2
60.00	1	3.2	3.2	6.5
65.00	3	9.7	9.7	16.1
70.00	6	19.4	19.4	35.5
75.00	2	6.5	6.5	41.9
80.00	7	22.6	22.6	64.5
85.00	6	19.4	19.4	83.9
90.00	4	12.9	12.9	96.8
100.00	1	3.2	3.2	100.0
Total	31	100.0	100.0	

The post-test was administered in order to know students' Reading comprehension after the treatments given. It can be seen from the pre-test score of

students' reading comprehension in the class control. After the data were analyzed, the result showed that the mean score of the pretest in class control was 81.61. The highest score was 95.00 and the lowest was 60.00. The median Score was 85.00 in completing the test.

4.1.6 The T-Test Analysis (Experimental Class)

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference	
								Lower	Upper
Learning Result	9.182	0.004	-6.846	60	0.000	-23.5483	3.43968	-30.428	-16.667
			-6.846	52.164	0.000	-23.5483	3.43968	-30.450	-16.646

T-table score = 1,697

Correlation Pearson Product Moment

Correlations

	Pretest	Posttest
Pearson	1	.404*
Correlation		
Sig. (2-tailed)		.024
N	31	31
Pearson	.404*	1
Correlation		
Sig. (2-tailed)	.024	
N	31	31

*. Correlation is significant at the 0.05 level (2-tailed).

PAREPARE

4.1.7 The T-Test Analysis (Class Control)

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference		
								Lower	Upper	
Equal variances assumed	2.137	0.149	-7.723	60	0.000	-23.54839	3.04920	-29.647	-17.449	



			-7.723	55.831	0.000	-	3.04920	-	-
						23.5483		29.657	17.43
						9			9
Equal variances not assumed									

T-table = 1,697

Correlation Pearson Product Moment

Correlations

	Pretest	Posttest
Pearson	1	.131
Pretest		
Correlation		

Posttest	Sig. (2-tailed)		.483
	N	31	31
	Pearson	.131	1
	Correlation		
	Sig. (2-tailed)	.483	
	N	31	31

4.1.8 Result of Hypothetical Test

Based on the previous explanation that test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypothesis formulas are:

H_a: There is a significant influence of using The Power Two Strategy towards students' reading comprehension at eleventh grade students of MAN Pinrang

H₀: There is no influence of using The Power Two Strategy towards students' reading comprehension at eleventh grade students of MAN Pinrang

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

H₀ is accepted if $Sig. (Pvalue) \geq \alpha = 0.05$ H_a

is accepted if $Sig. (Pvalue) < \alpha 0.05$

4.2 Discussion

The discussion deals the power of two strategy in improving reading comprehension at the second grade students of MAN Pinrang. After analyzing the

observation in the finding part, the researcher said that the students began to realize that English is fun and enjoyable after learning with the power of two strategy. Their confident to read up had increased. They had improvement every meeting and the power of two strategy can stimulate the students to read and find main idea of English text up without think a mistake. All of them were active by using the power of two straegy.

Based on the finding of the research, it was found that the students who were taught by using The Power of Two Strategy have increased their ability in reading comprehension. It might be due to in Think Aloud the students were highly involved in reading process, since they had to explore the text and related it to their life.

Based on the result of the pre-test before The Power of Two Strategy was implemented, the ability of students to comprehend the text was lower. After The Power of Two Strategy Strategy was implemented, students reading comprehension was better than before. After getting the treatments and post-test was conducted, it found that there was significant differences between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of experimental class was 58.06 and in the post-test was 81.61 while the mean of pre- test score of control class was 54.19 and in the post-test was 77.74. It means that the most improvement was in the experimental class.

The Power of Two Strategy was implemented in the process of teaching reading. The strategy made students interested in reading lesson. Then, students were

easier to comprehend English text. Students is comprehending English text by eight specification of reading comprehension. The aspects of reading comprehension as main idea, inference, and detail more dominant in The Power of Two Strategy but specification phrases in content, grammatical feature, excluding fact not written, supporting idea and vocabulary can be used in think aloud also The Power of Two Strategy to improve students reading comprehension.

There were some problem met by the researcher during the implementation of The Power of Two Strategy on recount text. First, most of the students were inhibited to use English in their communication. They were afraid to make mistake. Second, the students always consulted to dictionary to find the word that they used because, they were lack vocabulary. After using the power of two strategy, students are able to understand the text better than before, this is because students used their thoughts and share to the teacher about their thinking. Indirectly, the strategy help students to activate their last experiences background knowledge.. Using this strategy, students prefer to use their thinking and learning experience compared with using a dictionary, because students accompanied by teachers as fasilitator their reading comprehension.

In general, the teaching learning process ran well, the students cooperated well throughout third treatments. Based on the analysis of the data and the testing of hypothesis, the result of the calculation by SPSS Version 16 found that the hypothesis null (H_o) was rejected and the hypothesis alternative (H_a) was accepted. From the analysis above, we knew that the students using The Power of Two

Strategy in teaching recount text could improve students' score reading comprehension.

The first is the students afraid to read and they did not want to make any mistake, they afraid to read a word because they bad in pronunciation sometimes they did not know to read well, when they want to say "she goes to school" they said "she go to school" they also did not able to produce a word well they always made some mistake for example when they want to say "My father and I go to garden" they said "me and my father go to garden". That's the way made them afraid and never use target language in communicate.

The second is the students had less never read vocabulary and almost of students did not have motivation to memorize a new vocabulary, this condition made them did not know how to produce a word, this condition made the students unable to say a words during reading class.

The third is the students felt strength to speak English because in their daily activities in the classroom activity they never used target language to communicate with their friends or teacher and the students did not have a good confident in speaking so when they tried to read a text in English they need long time to make an effort at times to search for words.

Therefore, after giving treatment with implementation the power of two startegy gave a big improvement to the second grade students of MAN Pinrang in their reading class activity in teaching and learning process in the classroom, such as,

the students had a good in pronunciation.

The students read more fluency than before and they also more had a good confident to face the material and they more brave to use English to communicate while the teaching and learning class is continue, that really different with the students skill before giving treatment some of them had a long pauses while they arrange a sentences and felt shy to use English language to read English text.

They students more bravely to read of reading comprehension in target language even though sometimes they made any mistakes in poronunciation, the students tried use target language to read in the classroom. It made them easily to explain the material and the students got a good confident to practice their English language during the teaching and learning activity by implementation this strategy in the classroom.

All the same, based on the teacher's rating scale supporting idea and vocabulary for reading comprehension actually the students more had a big improvement in their how to analize main than in their reading it because they had already memorize some new vocabulary it helped them easy to find supporting idea but they did not had a good in accuracy because they need much time to learn how to spelt a word correctly with a good pronunciation but it more better than before.

Nevertheless, in the power of two strategy, Students were able to develop effectively their reading comprehension. This method was able to eliminate the students' confusion of the material with the teacher explanation because most of the

activities did by the students.

During the teaching and learning activity speaking class always fun, the students never bored in the classroom because the students more active than the teacher, they should do some activities such as afe to face, reading aloud discussion and the researcher also gave some command to the students to do because meaning in the target language can often be conveyed through action and the memory is activated through learner response, all of the activity made the students able to read more intensive.

In addition, students also demanded to memorize some vocabularies by command. This activity helped the students to arrange sentences when they wanted to speak in the target language. It was suitable with the previous theory that in teh power of two strategy the students learning by doing and direct to read. So the students would be active in the classroom activity.

The result of the data analysis showed that the used of The Power of Two Strategy in teaching reading comprehension seem to be applicable for the eleventh grade student of MAN Pinrang. The strategy encouraged the students in reading comprehension is good. They are easier to comprehend English text. Then, students are enthusiastic in process teaching reading by used of The Power of Two Strategy.

BAB V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

5.1.1 The Result of The first Problem Statement

At the end of the research, the post-test was given to measure the influence of using The Power of Two Strategy towards students' reading comprehension on recount text in both classes after treatments done. The mean score of post-test in experimental class was 81.61 and the mean score of post-test in control class was 77.74. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.040. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

5.1.2 The Result of The first Problem Statement

In general, the teaching learning process ran well, the students cooperated well throughout third treatments. Based on the analysis of the data and the testing of hypothesis, the result of the calculation by SPSS Version 16 found that the hypothesis null (H_0) was rejected and the hypothesis alternative (H_a) was accepted. From the analysis above, we knew that the students using The Power of Two Strategy in teaching recount text could improve students' score reading comprehension.

The result of the data analysis showed that the used of The Power of Two Strategy in teaching reading comprehension seem to be applicable for the eleventh grade student of MAN Pinrang. The strategy encouraged the students in reading comprehension is good. They are easier to comprehend English text. Then, students are enthusiastic in process teaching reading by used of The Power of Two Strategy.

Based on the result of data analysis, the researcher concluded that there was significant influence of The Power of Two Strategy towards students' reading comprehension on recount text at the first semester of the eleventh grade students of MAN Pinrang.

5.2 Suggestion

Based on the result of this research, the researcher proposed suggestions as follows:

5.2.1 For The Teacher

Considering the Strategy, the researcher suggests the English teachers to apply Think Aloud Strategy as one of the strategy in teaching reading comprehension on recount text because it can help the students in comprehension the text easier. By implementing The Power of Two Strategy, the students interested in reading lesson, they follow the class and they become more comfortable in learning English. Moreover, Think-aloud strategy gives opportunities developing students knowledge by verbalizing their thinking in reading lesson. The Power of Two Strategy also gives them chance to be actively reading and involved

with the text, so that they enjoy the class during teaching learning process.

5.2.2 For the students

Considering the strategy, the researcher suggests the students to The Power of Two Strategy as one of the strategy in doing reading comprehension, it can be used for comprehending any kind of reading texts.



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APPENDIX 1 (LESSON PLAN)**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Nama Sekolah	: MAN PINRANG
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/ I (Ganjil)
Pertemuan	: I (Pertama)
Jenis Teks	: <i>Narrative Text</i>
Tema	: The Story of Smart Monkey and Dull Crocodile
Aspek/ Skill	: Membaca
Standar Kompetensi	: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar.
Kompetensi dasar	: 10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> .
Indikator	: Melakukan monolog pendek sederhana dalam bentuk <i>narrative</i> .

A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.
2. Peserta didik dapat mengidentifikasi dan memahami isi dalam teks bacaan
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa Inggris

B. Materi Ajar (Materi pokok)

Teks berjudul “The Story of Smart Monkey and Dull Crocodile”

C. Strategi pembelajaran

Pendekatan : Communicative Approach

Strategi : The Power of Two Strategy

D. Langkah-langkah Kegiatan

No	Kegiatan belajar	waktu
1	Kegiatan awal <ul style="list-style-type: none"> ➤ Berdoa ➤ Mengecek kehadiran siswa ➤ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait 	10 menit
2	Kegiatan inti	

3	<p>Eksplorasi</p> <ul style="list-style-type: none"> ➤ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➤ Peneliti menanyakan pengetahuan awal peserta didik terkait materi bacaan dan menjelaskan strategi The Power of Two ➤ Peneliti menjelaskan pengertian dan langkah-langkah strategi tersebut terhadap bacaan dengan baik dan benar. <p>Elaborasi</p> <ul style="list-style-type: none"> ➤ Peneliti membagikan teks bacaan yang berjudul “The story of smart monkey and dull crocodile”. ➤ Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan. ➤ Peneliti menyuruh peserta didik untuk membuat pasangan dengan temannya ➤ peserta didik berdiskusi dengan pasangannya ➤ Peneliti mengevaluasi tentang hasil pekerjaan dan menyampaikannya kepada peserta didik. <p>Kegiatan akhir</p>	65 menit
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	<ul style="list-style-type: none"> ➤ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh. ➤ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ➤ Peneliti menutup pembelajaran dengan mengucapkan salam 	15 menit
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E. Sumber belajar/ Bahan/ Alat

Sumber : Buku teks yang relevan dan internet.

Alat : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris



MATERIAL OF THE TREATMENT

“The Story of Smart Monkey and Dull Crocodile”

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

Source: <http://narrative-text.blogspot.com/>

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : MAN PINRANG

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X/ I (Ganjil)

Pertemuan : II (Kedua)

Jenis Teks : *Narrative Text*

Tema : Mouse deer and Crocodile

Aspek/ Skill : Membaca

Standar Kompetensi : 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi dasar : 10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative*.

Indikator : Melakukan monolog pendek sederhana dalam bentuk *narrative*.

A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.
2. Peserta didik dapat mengidentifikasi dan memahami isi dalam teks bacaan
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa Inggris

B. Materi Ajar (Materi pokok)

Teks berjudul “Mouse deer and Crocodile”

C. Strategi pembelajaran

Pendekatan : Communicative Approach

D. Langkah-langkah Kegiatan

No	Kegiatan belajar	waktu
1	Kegiatan awal <ul style="list-style-type: none"> ➤ Berdoa ➤ Mengecek kehadiran siswa ➤ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait 	10 menit
2	Kegiatan inti Eksplorasi <ul style="list-style-type: none"> ➤ Peneliti memberikan stimulus dengan memberi 	

3	<p>motivasi terkait materi yang akan dipelajari kepada peserta didik</p> <ul style="list-style-type: none"> ➤ Peneliti menanyakan pengetahuan awal peserta didik terkait materi bacaan dan menjelaskan strategi The Power of Two ➤ Peneliti menjelaskan pengertian dan langkah-langkah strategi tersebut terhadap bacaan dengan baik dan benar. <p>Elaborasi</p> <ul style="list-style-type: none"> ➤ Peneliti membagikan teks bacaan yang berjudul “Mouse deer and Crocodile”. ➤ Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan. ➤ Peneliti menyuruh peserta didik untuk membuat pasangan dengan temannya ➤ peserta didik berdiskusi dengan pasangannya <p>Konfirmasi</p> <ul style="list-style-type: none"> ➤ Peneliti mengevaluasi tentang hasil pekerjaan dan menyampaikannya kepada peserta didik. <p>Kegiatan akhir</p> <ul style="list-style-type: none"> ➤ Peneliti menyimpulkan materi pembelajaran. 	65 menit
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	<ul style="list-style-type: none"> ➤ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ➤ Peneliti menutup pembelajaran dengan mengucapkan salam 	15 menit
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E. Sumber belajar/ Bahan/ Alat

- Sumber : Buku teks yang relevan dan internet.
- Alat : kamus lengkap bahasa inggris
- Bahan pembelajaran : teks bacaan bahasa inggris

“Mouse deer and Crocodile”

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. “I wonder if the water’s warm. I’ll put in my leg and find out.” Of course Mouse Deer didn’t put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. “Ha... ha...ha... Stupid crocodile! Cant you tell the difference between a stick and a leg?” Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn’t want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, “Crocodile!” Crocodile rose from the water, “Hello, Mouse Deer. Have you come to be my lunch?” Mouse Deer smiled. “Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you.”

“Really...? Tell us what to do,” said Crocodile. “You must line up from this side of the river to the other side,” said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile’s back. “One,” he counted. He jumped onto the next crocodile, “Two.” And the next crocodile, “Three.” Mouse Deer kept jumping until he arrived on the other side of the river. “How many are there?” asked Crocodile. “Just enough,” said Mouse Deer. He laughed as he ran to the forest.

Source: <http://www.tenth.blogspot.com/>

ENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: MAN PINRANG
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/ I (Ganjil)
Pertemuan	: III (Ketiga)
Jenis Teks	: <i>Narrative Text</i>
Tema	: The Wolf and The Lamb
Aspek/ Skill	: Membaca
Standar Kompetensi	: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar.
Kompetensi dasar	: 10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> .
Indikator	: Melakukan monolog pendek sederhana dalam bentuk <i>narrative</i> .

A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar
2. Peserta didik dapat mengidentifikasi dan memahami isi dalam teks bacaan
1. Peserta didik dapat membaca dan memahami teks bacaan berbahasa Inggris

B. Materi Ajar (Materi pokok)

Teks berjudul “The Wolf and The Lamb”

C. Strategi pembelajaran

Pendekatan : Communicative Approach

D. Langkah-langkah Kegiatan

No	Kegiatan belajar	waktu
1	Kegiatan awal <ul style="list-style-type: none"> ➤ Berdoa ➤ Mengecek kehadiran siswa ➤ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait 	10 menit
2	Kegiatan inti Eksplorasi <ul style="list-style-type: none"> ➤ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari 	

3	<p>kepada peserta didik</p> <ul style="list-style-type: none"> ➤ Peneliti menanyakan pengetahuan awal peserta didik terkait materi bacaan dan menjelaskan strategi <p>Elaborasi</p> <ul style="list-style-type: none"> ➤ Peneliti membagikan teks bacaan yang berjudul “The Wolf and The Lamb”. ➤ Peneliti menyuruh peserta didik untuk membuat pasangan dengan temannya ➤ peserta didik berdiskusi dengan pasangannya 	65 menit
	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> ➤ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh. ➤ Peneliti menutup pembelajaran dengan mengucapkan salam 	15 menit

E. Sumber belajar/ Bahan/ Alat

Sumber : Buku teks yang relevan dan internet.

Alat : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

THE MATERIAL OF THE TREATMENT

“The Wolf and The Lamb”

A lamb was grazing with a flock of sheep one day. She soon found some sweet grass at the edge of the field. Farther and farther she went, away from the others.

She was enjoying herself so much that she did not notice a wolf coming nearer to her. However, when it pounced on her, she was quick to start pleading, “Please, please don’t eat me yet. My stomach is full of grass. If you wait a while, I will taste much better.” The wolf thought that was a good idea, so he sat down and waited.

After a while, the lamb said, “If you allow me to dance, the grass in my stomach will be digested faster.” Again the wolf agreed. While the lamb was dancing, she had a new idea. She said, “Please take the bell from around my neck. If you ring it as hard as you can, I will be able to dance even faster.

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened the wolf away and saved the lamb’s life.

Source: <http://narrative-text.blogspot.com/>

APPENDIX 2 (THE MATERIAL PRE-POST TEST)

The Material of Pre-test

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!.He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

A. Choose a,b,c, or d for the correct answer.

1. Where does the story take place?
 - A. London
 - B. Puerto Rico
 - C. Jakarta
 - D. Buenos Aires
2. What is the word that the parrot cannot say?
 - A. Catano
 - B. Tacano
 - C. Canato
 - D. Nacato
3. How often did the owner teach the bird how to say the word?
 - A. Always
 - B. Everyday
 - C. Many times
 - D. Every second

4. Which statement is true according to the text?
- A. The parrot could say Catano
 - B. At last the parrot could say Catano
 - C. Catano was the name at the parrot
 - D. The man never got angry at the parrot
5. What does the man do to the bird because the bird cannot say the name of a place.
- A. The man ate the bird.
 - B. The sold the bird
 - C. The man killed the bird.
 - D. The man taught the bird.
6. In this below which is NOT the character of the story....
- A. Coco
 - B. A parrot
 - C. Three chickens
 - D. The Man.
7. What is the story about?
- A. A parrot and a cat
 - B. A parrot and a chicken
 - C. A parrot and the owner
 - D. A parrot, the owner, and chickens
8. "It was very, very smart" The underlined word refers to
- A. The man
 - C. The chicken

B. The bird

D. Puerto Rico

9. "The parrot was very, very smart"

The word 'smart' means

A. Stupid

C. Stubborn

B. Clever

D. Beautiful

10. "The parrot was screaming at the fourth chickens" What does the underlined word mean?

A. Smiling

C. Shouting

B. Crying

D. Laugh

B. Read the passage and decide whether these statements are true (T) or False (F).

1. T – F London is the story take place

2. T – F The man tried to teach the parrot to say Catano

3. T – F In the chicken house there are four old chickens

4. T – F The Parrot would say any word

5. T – F The man came back to the chicken house the next day

C. Match the following statements with their meanings.

Statements	Meanings
1. A man in Puerto Rico had a wonderful parrot	a. Katakan Catano atau saya akan membunuhmu!
2. Then the man got so angry that he shouted over and over	b. Kemudian pria tersebut sangat marah dan berteriak terus menerus
3. He picked up the bird and threw him into the chicken house	c. Seorang pria di Puerto rico memiliki burung beo yang luar biasa
4. In the chicken house there are four old chickens	d. Di kandang ayam terdapat empat ayam tua
5. Say Catano, or I'll kill you!	e. Dia mengambil burung tersebut dan melemparkannya ke kandang ayam.

D. Read again *the story of smart parrot*. Then, answer these questions.

1. What is the title of narrative text above?
2. How many characters in the story? Mention it!
3. What the man said to the parrot when he got angry?
4. Where the man picked and threw the parrot

5. What was the ending of the story
6. What lesson can we learn in the story?

The Material of Post-test

The Crying Stone

One upon a time, there was lived a poor old widow and her daughter named Darmi, in a small village in Borneo. Darmi was very beautiful, but her behavior was far from good. She never helped her mother work, but always busy preening herself, every day. She always wanted to look rich and beautiful. She didn't care about her mother's pain for work to get food.

"Darmi! Please help me work in the fields." said her mother.

"No! I don't want to go to the fields. I'm afraid my skin turns dark!" said Darmi, without looking at her mother.

When her mother came home from work, Darmi asked money to buy her beauty tool. But, her mother ignored it. Darmi was annoyed and choose to preen herself.

Because of pity, the mother tried to placate. She asked Darmi to accompany her to go to the market to buy some food. Darmi was agreeing, provided her mother walk behind her. She ashamed to walked side by side with her mother who was wrinkled and wear a dirty clothes. Although her mother was very sad, finally she agreed it.

On the way to the market, everybody admired Darmi's beauty. Darmi's appearance was really contrasted with the one walking behind her, that it made people to wonder.

"Hello, pretty lady. Who is the woman behind you? Is that your mom?" asked a man.

"No! She is my servant." answered Darmi with scornful intonation.

The mother was very sad, but she didn't say anything. She could understand that her daughter was ashamed.

Darmi always answered that her mother is her servant, to many people that asked it.

At last, the mother cannot hold the pain anymore. She prayed to God to punish her daughter. God answered her prayer. Slowly, Darmi's leg turned into stone. The process continued to the upper part of Darmi's body. She was very panic.

"Mom ...! What's happening to me? Mother, please forgive me!" she cried loudly.

But it's too late. Her whole body finally became a big stone. Until now, people could see tears dropping from her eyes. That was why people called it the crying stone or batu menangis.

A. Choose a,b,c, or d for the correct answer.

1. Where does the story take place?
 - A. Borneo
 - B. Makassar
 - C. Jakarta
 - D. India
2. With whom darmi lives in the village?
 - A. her father
 - B. her husband
 - C. Her mother
 - D. Her cousin
3. In this below which is NOT the characteristic of the widow's daughter?
 - A. Kind
 - B. Beautiful
 - C. Lazy
 - D. All are correct
4. Which statement is true according to the text?
 - A. Darmi always help her mother
 - B. Darmi's mother always angry
 - C. The girl turn into stone
 - D. Darmi is not a lazy girl
5. At last, what does the mother do to darmi ?
 - A. She hug her daughter
 - C. She pray to God to punish her daughter

- B. She hit her daughter D. She leave her daughter

6. What did the daughter answer for someone asking about her mother?

- A. "She is my servant" D. "She is my hero"
B. "She is my mother" E. All are correct

7. What is the story about?

- A. the ungrateful child C. A Kind Girl
B. A happy mother D. A bad Mother

8. "She asked Darmi to accompany her to go to the market to buy some food." The underlined word refers to

- A. The Mother C. Darmi
B. The People D. The stone

9. At last, the mother cannot hold the pain anymore

The word 'pain' means

- A. happy C. Proud
B. Hurt D. Surprised

3. Slowly, Darmi's leg turned into stone. The process continued to the upper part of Darmi's body.	c. Dia bertanya kepada Darmi untuk menemaninya ke pasar untuk membeli beberapa makanan
4. When her mother came home from work, Darmi asked money to buy her beauty tool.	d. Ketika ibunya pulang kerja, Darmi meminta uang kepadanya untuk membelikannya alat kecantikan
5. Darmi's appearance was really contrasted with the one walking behind her	e. Kemunculan Darmi sangat bertolak belakang dengan seseorang yang berjalan dibelakangnya

D. Read again *the crying stone*. Then, answer these questions.

1. How is the daughter like?
2. Why the mother walk behind her daughter?
3. What the daughter said to the man when he asked "is that your mother" to her?
4. What happened to the girl after her mother prayed to God?
5. Why are the people named it "Batu Menangis"?
6. What is the moral value of this story?

DOCUMENTATION









PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH
Jl. Bintang No. Telp. (0421) 923058 - 922914
PINRANG 91212

Nomor 070/373/Kemasy.
Lampiran -
Perihal Rekomendasi Penelitian.
Pinrang, 06 Agustus 2019
Kepada
Yth, Kepala MAN Pinrang
di-
Tempat.

Berdasarkan Surat Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare Nomor:B-1314/In.39.5.1/PP.00.9/08/2019 tanggal 05 Agustus 2019 Perihal Izin Melaksanakan Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama	: VIRDA DEVIYANTI AHNUR
NIM	: 14.1300.007
Pekerjaan/Prog Studi	: Mahasiswi/ Pendidikan Bahasa Inggris
Alamat	: Jl. Monginsidi Kab. Pinrang
Telepon	: 085395995236.

Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan Judul "*THE USE OF THE POWER OF TWO STRATEGY IN TEACHING ENGLISH TO IMPROVE THE READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS' OF MAN PINRANG*" yang pelaksanaannya pada tanggal 13 Agustus s/d 13 September 2019

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH
Asisten Pemerintahan dan Kesra
Ub.
Kepala Bagian Adm. Kemasyarakatan



Tembusan

1. Bupati Pinrang Sebagai Laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Dinas P & K Kab Pinrang di Pinrang;
5. Kepala Kantor Kementerian Agama Kab Pinrang di Pinrang;
6. Kepala Badan Kesbang dan Politik Kab Pinrang di Pinrang;
7. Wakil Dekan I Fak. Tarbiyah IAIN Parepare di Parepare;
8. Camat Paleteang di Paleteang;
9. Yang bersangkutan untuk diketahui;
10. Arsip.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: info@iainparepare.ac.id

Nomor : B.15.14 /In.39.5.1/PP.00.9/08/2019

Lampiran : -

Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI PINRANG

di

KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : VIRDA DEVIYANTI AHNUR
Tempat/Tgl. Lahir : PINRANG, 22 Juni 1996
NIM : 14 1300 007
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : JL MONGISIDI PINRANG, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah KABUPATEN PINRANG dalam rangka penyusunan skripsi yang berjudul :

"THE USE OF THE POWER OF TWO STRATEGY IN TEACHING ENGLISH TO IMPROVE THE READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS' OF MAN PINRANG"

Pelaksanaan penelitian ini direncanakan pada bulan Agustus sampai selesai

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

05 Agustus 2019

Wakil Dekan I,



Tembusan :

1. Rektor IAIN Parepare



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KABUPATEN PINRANG
MADRASAH ALIYAH NEGERI PINRANG

Jalan Bulu Pakoro No. 428 Telp. (0421) 921670 Pinrang 91213

SURAT KETERANGAN PENELITIAN

Nomor: B-520/Ma/17.21.1/TL.03.11.2019

Berdasarkan surat dari Pemerintah Kabupaten Pinrang Sekretariat Daerah Tanggal 06 Agustus 2019 tentang Rekomendasi penelitian, maka Kepala Madrasah Aliyah Negeri Pinrang menerangkan bahwa

Nama	VIRDA DEVIYANTI AHNUR
NIM	14130001007
Fakultas	Tarbiyah
Program Studi	Pendidikan Bahasa Inggris
Perguruan Tinggi	Institut Agama Islam Negeri (IAIN) Pare-pare
Alamat	Jl. Mongosadi Kab. Pinrang

Benar telah melaksanakan penelitian di Madrasah Aliyah Negeri Pinrang dalam rangka penyelesaian studi Pendidikan S1 dengan judul Skripsi *THE USE OF THE POWER OF TWO STRATEGY IN TEACHING ENGLISH TO IMPROVE THE READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS OF MAN PINRANG* yang pelaksanaannya dari tanggal 13 Agustus s.d 13 September 2019.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pinrang, 20 November 2019

KEMENTERIAN AGAMA

Drs. Ansvar MA
NIP.196605031992031001

CURRICULUM VITAE



Virda Deviyanti Ahnur, the researcher of this skripsi, was born on June 22th 1997 in Pinrang. She is the first child of two children from the marriage of her parents, Ahmad Yani and Nurhayati.

She began her study 2002 in SDN 189 in Pinrang and graduated on 2008 at the same year she registered in Mts.N Pinrang and graduate on 2011, and she registreted in MAN Pinrang, and on 2014 she registered on State Islamic Collage of Parepare (STAIN) and now change into State Islamic Institute (IAIN) Parepare and finished her study with entitle of skripsi is *“The Use of the Power of Two Strategy in teaching English to improve the reading comprehension ability of the eleventh grade students of MAN Pinrang”*

