

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this section presents the finding and the discussion of the classroom action research of 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 presentation is findings covering two cycles.

A. FINDINGS

The data presented in this study are collected from planning, implementing, observing and reflecting in two cycles of this classroom action research. Before the presenting the findings of each cycle, this chapter presented the preliminary study. The result of preliminary study is used to consider arranging the planning of the cycle. It was done by observing the teaching learning reading activities in the classroom, interviewing the English teacher, giving questionnaire to students and administering preliminary test. Those were the finding in the preliminary study:

1. Findings of Preliminary Study

To collect information about the students' problem in reading comprehension, observer observed the activities during teaching learning reading activities in classroom, interviewed the teacher and students,

giving questionnaire and preliminary test. The result of the preliminary study presents this following:

a. Result of Observing teaching learning reading activities

It included the process of teaching learning reading activities in the classroom before the implementation of *The Power of Two* strategy. It was held at X PMS-1 class of SMK PGRI 1 Tulungagung academic year 2015/2016. Class consisted of 40 students. The pre observation was conducted on Wednesday February 03th 2016.

Based on the observation, the observer found the students' problems in learning reading. Students had difficulty in comprehending the content of text. It happened because many of them just knew a little of vocabulary in English. So, they used dictionary or sometimes they asked their teacher when they found the strange word. This brought students about not actively participated in the classroom when teacher asked to them to answer the question because they did not know the meaning or content of the text. It could make the class be not conducive since they asked other students and this made the class noisy. Moreover, there were also the students that are passive in asked teacher or her friends. They felt embarrassed to ask. So they chose to quite in answering the questions without convicting the answer whether they were correct or incorrect. It would make the learning goal be not balance.

Mostly, the technique used by teacher in teaching reading was teacher-centered. Teacher asked to students to read a text and students should answer the questions related with the texts. Teacher permitted used dictionary when students felt difficulty in interpreted the words. Sometimes students asked to teacher when they did not know the meaning of words. The teacher did not implement variation technique to attract the students' attention and participation. Teacher used traditional technique, so students should memorized many words. Whereas students cannot predict the words that possible appear in many kind of text. The more details of observation the class before implementation *The Power of Two* strategy can be seen in Appendix 1.

b. Result of Interviewing English teacher

Interviewing the English teacher was held on Wednesday, February 03th 2016. The observer proposed the teacher some questions related to categories. Those were general condition in reading class, the kind of techniques implemented and the students' problems in following the teaching process. (See Appendix 2)

The first category discussed about the general condition in reading class. The teacher said that the condition in class was good enough. The students gave attention to teacher explanation by showing their responses (nodding of the head or smile), although some students also did not gave response toward teacher. Teacher addition,

sometimes students cracked jokes with the others when they cannot answer the teachers' questions. It would make noisy in the classroom.

The second was about the teacher technique that is used in reading class. Teacher answered that he taught reading by using traditional method, there was memorizing vocabularies. Many of students less familiar with words, they should memorized many words to comprehend the content of the text. So, teacher gave permission to students to used dictionary to help their comprehension of the text content. Beside the method, occasionally teacher asked to students to made group discussion to answer question that related to text. But it made the condition of class was crowded. In fact, many of them discuss about except of course.

The last was about the students' problem in following the teaching process. Teacher explained that students had many problems in comprehend the content of text. The main problem was the low vocabularies. Students cannot answer the question related to content of text. They cannot understand the content of the text. Even less when they found word that same meaning in text and in question but with different word. It made the score on reading class did not balance with other skills, such as speaking, writing and listening. The reading students' score were low.

Then, observer also asked about *The Power of Two* strategy to teacher. Teacher known about this strategy, but he never used it.

Teacher more often used individual task to students than task in group, although he ever tried one time in reading class. (See Appendix 3)

c. Result of Interviewing students

Same with interviewing teacher, interviewing students was held on Wednesday, February 03th 2016. The result of interviewing students used to know the students' problems in classroom. Observer takes just three students as sample from class to be informant. They were consisting of one male and two female. Observer did not know the criteria of the students' pertinent. Observer chooses this sample randomly. (See Appendix 4)

The first sample was male student. Observer asked about his differences when he following teaching learning of reading class. He answered that he less able in vocabularies. So, he difficult to answered the question that related to text. He added, reading class held at last time of schedule. It could make students cannot focus on the materials.

Then the second sample was female student. She told that teacher did not use various techniques in reading class. Teacher often asked to students to read text and answer question from the text. It made students was tired. So, they choose discussed with others although sometimes they discussed about except of course materials.

The last sample was female students. When observer asked to her about the difficulty in reading class, she said that it was good

enough. Her friends can followed this class although there were some students that tired. It was because they did not focus on the material. They concerned to go home immediately. While, mostly teacher often gave reading task to answer the question after students were given reading test.

d. Result of Questionnaire

To make certain about the fact of students' problem in reading class, observer also gave questionnaires to students. It was conducted on Wednesday February 03th 2016. The lists of question from questionnaire include: (1) the students' knowledge about Reading Comprehension; (2) the teachers' method that used in reading class; (3) the strategy that their opinion easier to comprehend the content of text; (4) the difficulties in answer question from reading text; (5) the special trick that students used to answer reading test; and (6) the average score that their get in reading test. (Questionnaire in appendix 5)

From the forty students in the classroom, the results of students answer from questionnaire were presented ensuing:

Table 4.1 The Results of Students Answer from Questionnaire

Question number	Yes	No	Explanation
1	25 %	75 %	75 % students did know the meaning of <i>Reading comprehension</i>
2	87,5 %	12,5 %	87,5 % students said that teacher used strategy in reading class, it was memorizing
3	85 %	15 %	85 % students felt they would answered easier if used strategy to comprehend text
4	90 %	10 %	90 % students felt difficulty to answered test of reading text
5	77,5 %	22,5 %	77,5 % students said that they used strategies to comprehend text by using dictionary or discussed with their friends to interpreted strange words
6	20 %	80 %	20 % said that their score could achieved KKM while the others in underneath of KKM

From the result of questionnaire can be concluded that 80 % students got average score in reading test underneath of Criteria of Successful. Because they did not understanding the content of text totality. It gave occasion the students got difficulty to answered the question. And also, there was no any recent method that used by teacher to teaching reading class. Teacher still used memorizing vocabulary to assisted students in comprehend the content of text.

e. The result of Preliminary Test

The preliminary test was conducted on Wednesday February 17th 2016. There were two kinds of reading test, they were information text and each text had five questions. In first text the question be shaped multiple choices and the second was True-False question. Observer gave 30 minutes to students in finished the test (Question in appendix 6). This was the table of students' score in preliminary test.

Table 4.2 The Table of Students' Score in Preliminary Test

No.	Students' Name	Preliminary Tests' score	Passing	Fail
1	AWF	60	-	✓
2	AKS	30	-	✓
3	ABN	30	-	✓
4	ADK	10	-	✓
5	AA	40	-	✓
6	ASA	60	-	✓
7	BKN	40	-	✓
8	DA	50	-	✓
9	DAS	70	-	✓
10	DS	30	-	✓
11	DL	40	-	✓
12	DR	50	-	✓
13	DR	50	-	✓
14	DOK	60	-	✓
15	DPS	50	-	✓
16	DAF	60	-	✓
17	DAN	70	-	✓
18	DN	40	-	✓
19	DLF	40	-	✓
20	DNO	20	-	✓
21	ERA	40	-	✓
22	EH	60	-	✓
23	ER	20	-	✓

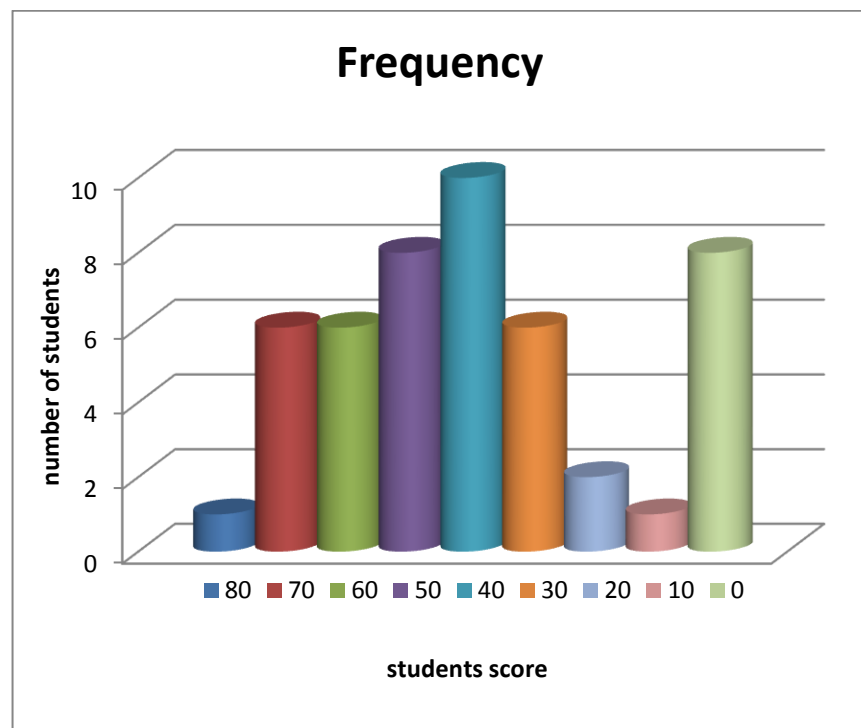
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No.	Students' Name	Preliminary Tests' score	Passing	Fail
24	EYL	50	-	✓
25	FM	50	-	✓
26	FDA	50	-	✓
27	FDS	70	-	✓
28	HNO	30	-	✓
29	IAT	40	-	✓
30	IYT	80	✓	-
31	IM	70	-	✓
32	IS	40	-	✓
33	IT	50	-	✓
34	IM	60	-	✓
35	IAP	30	-	✓
36	JA	40	-	✓
37	LNF	70	-	✓
38	LA	70	-	✓
39	LIW	30	-	✓
40	LSN	40	-	✓
Total			1	39
Percentage			2,5 %	97,5 %
Mean score			47,25	

From the table above, there were out of 1 student of 40 students passed the test and there were 39 students failed in the test because their scores were less than 75. Then there were 2,5 % of student that passed and 97,5 % failed the test. Based on gained of percentage, observer showed the graphic of score in preliminary test in Figure 4.1 below:

Figure 4.1 Graphic of Students Score in Preliminary Test



The graphic above showed that the students' comprehension in reading was poor, because only 1 student that got scores over 75. From the figure, it could be concluded that almost of the X PMS-1 students' reading comprehension ability was very low.

From those findings in the preliminary study, the observer interpreted that the students of the X PMS-1 need an innovation strategy to solve the problems in reading comprehension in other to the students' score would improve. The offered was *The Power of Two* strategy to implement in reading comprehension class. The implementation of the

strategy was conducted in two cycles. Every cycle was conducted in two meetings. The following were presented the result of employing the developed strategy.

2. Finding Cycle 1

In the Cycle 1, the observer presented the text along with the exercise. Observer also introduced *The Power of Two* strategy in reading comprehension.

a. Planning

In the planning, some activities were done as follows:

- 1) The observer collaborated with English teacher decided the topic that would be delivered to the students by using *The Power of Two* strategy.
- 2) The observer made lesson plan with English teacher.
- 3) The observer and English teacher prepared model and steps of *The Power of Two* strategy.
- 4) The observer prepared the material and media.
- 5) The observer prepared the instrument (Observation sheet, field note and test sheet).
- 6) The observer determined the criteria of success.

b. Implementing

Based on the planning, the implementation of the action in Cycle 1 was done in the two meetings. Those were the explanation.

- 1) First Meeting (Wednesday, February 24th 2016 at 11.30 am-12.50 pm)
 - a) The observer the teaching learning process based on the lesson plan. (Appendix 9)
 - b) The observer taught material about grammar.
- 2) Second Meeting (Wednesday, March 02th 2016 at 11.30 am-12.50 pm)
 - a) The observer asked the students to review the material of the first meeting.
 - b) The observer introduced *the power of two* strategy
 - c) The observer gave reading test to students with using *The Power of Two* strategy appropriate with observers' guide at first meeting. (Appendix 10)
 - d) Students presented the result of the task.
- 3) Third Meeting (Wednesday, March 16th 2016 at 11.30 am-12.50 pm)
 - a) The observer asked the students to review the previous material.
 - b) Reviewing the material and students task.
 - c) Giving evaluation about the result of students' task

d) Giving motivation to students to study hard and active in class.

(Appendix11)

c. Observing

In this procedure, the observer and English teacher collected the data by conducting the following activities:

1) Observing the teaching learning process by using Observation Sheet

Based on the observation sheet, the observer found that students gave attention to observer. Students interested because they never used *The Power of Two* strategy in reading comprehension. The students done the observer task, but a half of them still noisy and not focus to discussed with their pair. Some of them also still passive. This was proven when observer asked to her, she did not answer.

The percentage of observation sheet of students' active participation from observer was 70 % (Appendix 14). The percentage of students' activities in second meeting was 76 % (Appendix 15). While in the meeting three there were evaluation of the students' task and evaluation of the implementation of *The Power of Two* strategy totality. So the percentage average of active participation from all of meeting was:

$$\text{Percentage average of active participation} = \frac{\text{meeting 1} + \text{meeting 2}}{2}$$

$$\text{Percentage average of active participation} = \frac{70\% + 76\%}{2}$$

$$\text{Percentage average of active participation} = 73\%$$

From those percentages of observation sheet in Cycle 1, those indicated that the students' active participation was low. Students' activities still underneath from criteria of success although the some indicator can achieved 100 %. But the average of the students' active participation did not achieve the criteria of success was 80 % of students activeness in reading class.

2) Collecting the data by using field note

Based on the field note by observer (Appendix 16), the class done follow the main activities as said in the lesson plan. But there were some problems; students did discuss with other their pair was not their pair. It made class became noisy and other students hard to got concentrate.

The result of field notes showed that *The Power of Two* strategy ran less successful. At first meeting students followed the teaching learning commonly. At the second meeting felt curious with the strategy because they never received this strategy from teacher. So, they listen intently the teacher explanation about *The Power of Two* strategy. But students still confused the steps of *The Power of Two* strategy. They were should discussed with peer

instead discussed with other friends that was not her pair. It made noisy in classroom so the teaching learning process be disturb. At the third meeting, students know their mistake from the result of test. Teacher gave motivation to more diligent and active in next meeting.

3) Collecting the data from test 1

The students' score of Test 1 was presented on the table below:

Table 4.3 The Students' Score of Test 1

No.	Students' Name	Tests' score	Passing	Fail
1	AWF	55	-	✓
2	AKS	50	-	✓
3	ABN	60	-	✓
4	ADK	55	-	✓
5	AA	50	-	✓
6	ASA	80	✓	-
7	BKN	60	-	✓
8	DA	55	-	✓
9	DAS	80	✓	-
10	DS	40	-	✓
11	DL	50	-	✓
12	DR	65	-	✓
13	DR	75	✓	-
14	DOK	50	-	✓
15	DPS	55	-	✓
16	DAF	75	✓	-
17	DAN	55	-	✓
18	DN	50	-	✓
19	DLF	75	✓	-
20	DNO	60	-	✓
21	ERA	60	-	✓
22	EH	80	✓	-
23	ER	50	-	✓

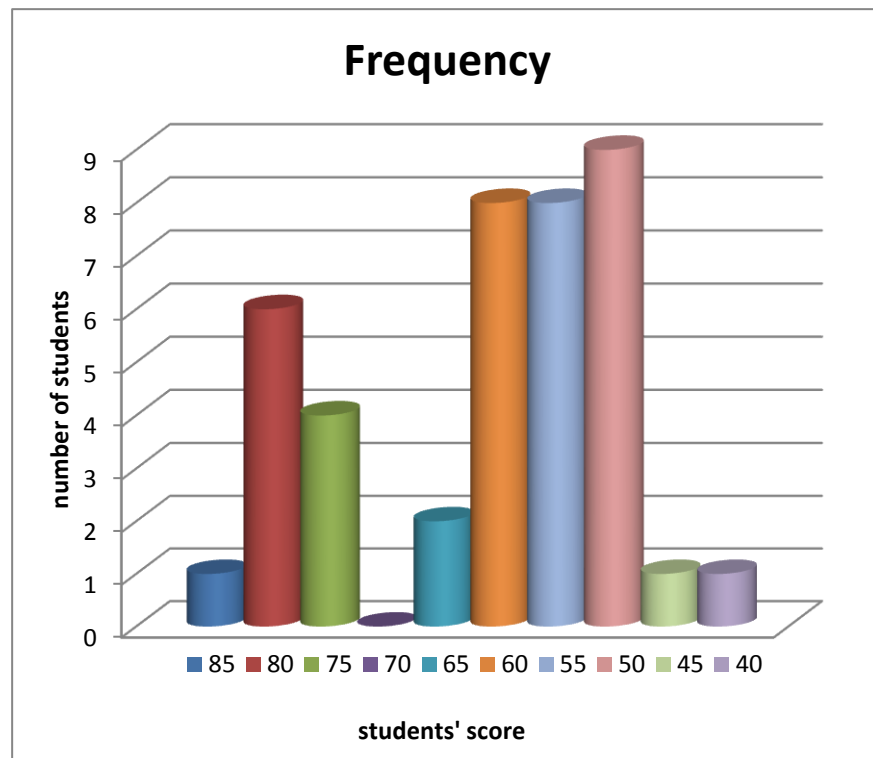
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24	EYL	80	✓	-
25	FM	50	-	✓
26	FDA	55	-	✓
27	FDS	80	✓	-
28	HNO	50	-	✓
29	IAT	55	-	✓
30	IYT	85	✓	-
31	IM	60	-	✓
32	IS	65	-	✓
33	IT	45	-	✓
34	IM	80	✓	-
35	IAP	55	-	✓
36	JA	75	✓	-
37	LNF	50	-	✓
38	LA	60	-	✓
39	LIW	60	-	✓
40	LSN	60	-	✓
Total			11	29
Percentage			27,5 %	72,5 %
Mean score			61,25	

Based on the result of first test, the data showed that the in class was 11 students that passed the criterion of success while the 29 students failed because they got score less than 75. Then there were 27,5 % of students failed and 72,5 % of students that passed the test. Based on the gained percentage, the observer showed the graphic of score in the Test I the following figure:

Figure 4.2 Graphic of Students' Score in Test 1



Based on the result of students' score in the Cycle 1, there was a slight improvement of the students' mean score from the students' mean score on the preliminary test. The mean on preliminary test was 47,25 and the mean in Test 1 was 61,25. While the students that passed the criterion of success also improve from 2,5 % became 27,5 %. It means the improvement from the preliminary test to test 1 was 22 % after used *The Power of Two* strategy in reading comprehension. But the problems in X PMS-1 class did not solve because the students that got score under than 75 did not achieved 80 %.

The explanation was in following:

$$P \% = T1 \% - P1 \%$$

$$P \% = 27,5 \% - 2,5 \%$$

$$P \% = 22 \%$$

Information:

- P % : Percentage of improvement
- T1 % : Percentage of Test 1
- P1 % : Percentage of Preliminary test

d. Reflecting

Reflecting was the procedure of analysis the collected data that have been conducted from observing process. In this chapter discussed about the result of implementing The Power of Two strategy concerning students' score and the students' participation.

1) Discussing the result of *The Power of Two* strategy implementation

Cycle 1 deliver 27,5 % or 11 students passed the test. It means students' score increase 29,63 % than the students' score in preliminary test. But the students had not achieved the criteria of success that 80 % students must achieve score 75. Therefore, the planning needed to be revised before the implementation of the next cycle. So that it could achieve the criteria of success.

2) Discussing the students' participation

Base on interview with student after cycle 1 process (Appendix 17), showed that student interest with *The Power of Two* strategy, but they still confused about how doing step by steps of this strategy.

While from the observation sheet and field note, the students participation showed that students participation still low. Because the students active participation still gained 73 % from the average of two meeting in cycle 1, whereas the criteria of successful of the students participation was 80 % students active in followed the teaching learning process.

e. Conclusion

Based on the explanation above, the observers conclude that *The Power of Two* strategy could improve the students' score in reading comprehension, but not solve the students' problems totality yet. Because the students' score of class is still underneath of criteria of successful. There are some weaknesses in Cycle 1 that cause *The Power of Two* strategy not including maximally influence on reading comprehension.

From the description above, it was conclude that treatment given in Cycle 1 had not met yet the criteria success used in the study. Therefore, the action research should be continued to Cycle 2 and

some aspects of the teaching strategy used *The Power of Two* strategy had to be revised and improved in Cycle 2.

On the basis of the weakness from observing, some revisions were made to implementation in Cycle 2 as follows:

- 1) The observer gives the explanation of the steps of *The Power of Two* strategy clearly.
- 2) The observer asks to students to change their pair.
- 3) The observer guide students' work in their pair intensively.
- 4) The observer gives motivation to students to more active in discuss.
- 5) The observer asks to students to bring dictionary.
- 6) The observer gives duration more than Cycle 1 to discussion.

3. Finding Cycle 2

a. Planning

From the reflection of Cycle 1, observer revised the lesson plan to Cycle 2 as follows:

- 1) The observer collaborated with English teacher made new lesson plan.
- 2) The observer prepared the material and media.
- 3) The observer prepared the instrument (Observation sheet, field note and test sheet).
- 4) The observer changed the seat position to get new atmosphere.

- 5) The observer asked to students to bring dictionary to help students' comprehend.

b. Implementing

Based on the planning, the implementation of the action in Cycle 1 was done in the two meetings. Those were the explanation.

- 1) First Meeting (Wednesday, April 20th 2016 at 11.30 am-12.50 pm)
 - a) The observer the teaching learning process based on the new lesson plan. (Appendix 18)
 - b) The observer explained about present continuous tenses in a text.
 - c) The observer gave exercise about present continuous tenses in a text.
 - d) The observer explained about *The Power of Two* strategy slowly and clearly.
- 2) Second Meeting (Wednesday, April 27th 2016 at 11.30 am-12.50 pm)
 - a) The observer asked the students to review the material of the previous meeting.
 - b) The observer taught reading comprehension by used *The Power of Two* strategy.
 - c) The observer gave test text to read by students.

- d) The observer gave some question test related to text to answer by students individually. (Appendix 19)

3) Third Meeting (Wednesday, May 4th 2016 at 11.30 am-12.50 pm)

- a) The observer remind to students about *The Power of Two* strategy.
- b) The observer asked to students to moving their seat and made pair that different with previous seat.
- c) The student discus with their pair about the each answer during.
- d) The observer asked to students to used dictionary to help understand the strange word.
- e) Students presented the result of the task.
- f) The observer and student reviewing the material and students task. (Appendix 20)

c. Observing

In this procedure, the observer and English teacher collected the data by conducting the following activities:

- 1) Observing the teaching learning process by using Observation Sheet

Based on the observation sheet in Cycle 2, the observer found that students gave more attention to the teaching learning

process. Students more understand about the steps of *The Power of Two* strategy. The students done the test and submit it. Student active to asked to teacher. Then teacher gave opportunity to students to answer their friends' question. So other student also could give argumentation if they were agreeing or disagree.

The percentage of observation sheet of active participation students at first meeting was 75,8 % (Appendix 23). The percentage of observation sheet of active participation students at second meeting was 89 % (Appendix 24). And the third meeting was evaluation of the all of previous meeting. So in the cycle 2 calculate as bellow:

$$\text{Percentage average of active participation} = \frac{\text{meeting 1} + \text{meeting 2}}{2}$$

$$\text{Percentage average of active participation} = \frac{75,8 \% + 89 \%}{2}$$

$$\text{Percentage average of active participation} = 82 \%$$

From those percentages of observation sheet in Cycle 2, those indicated that the students' active participation was progress than Cycle 1. The average of the students' active participation was 82 %, it mean rise 9 % from Cycle 1 and the percentage was exceed the criteria of success, it was 80 %.

The following was the advance of the students' active participation from Cycle 1 and Cycle 2:

- Cycle 2 : 82 %

- Cycle 1 : 73 %-

The increment : 9 %

2) Collecting the data by using field note

From the observer note, the class had done follow the main activities as said in the lesson plan. All student concentrate to lesson without talking about topic except material. On the contrary, the problem in Cycle 1 such as noisy in classroom, in Cycle 2 students active discuss with their peer. Students felt got more motivation because they discuss with friend that had different ability from commonly. The using of dictionary also helped the students in understand the strange word so they more comprehend the content of the text.

The result of field notes showed that *The Power of Two* strategy ran success. At first meeting teacher explain more and more about *The Power of Two* strategy steps and gave opportunity to students to ask if they felt difficult to comprehend this strategy. The students felt that *The Power of Two* strategy easy to apply because the teacher had explained more clearly. Teacher also gave example to help student in comprehend the text. In the second meeting, students motivated to done the test because they discuss with other friend that had different ability. So they could change their argument. (Appendix 25)

3) Collecting the data from test 2

The students' score of Test 2 was presented on the table below:

Table 4.4 The Students' Score of Test 2

No.	Students' Name	Tests' score	Passing	Fail
1	AWF	80	✓	-
2	AKS	73,3	-	✓
3	ABN	60	-	✓
4	ADK	80	-	✓
5	AA	93,3	✓	-
6	ASA	86,6	✓	-
7	BKN	80	✓	-
8	DA	80	✓	-
9	DAS	73,3	-	✓
10	DS	86,6	✓	-
11	DL	86,6	✓	-
12	DR	80	✓	-
13	DR	86,6	✓	-
14	DOK	80	✓	-
15	DPS	86,6	✓	-
16	DAF	80	✓	-
17	DAN	73,3	-	✓
18	DN	73,3	-	✓
19	DLF	93,3	✓	-
20	DNO	80	✓	-
21	ERA	80	✓	-
22	EH	80	✓	-
23	ER	93,3	✓	-
24	EYL	80	✓	-
25	FM	80	✓	-
26	FDA	80	✓	-
27	FDS	73,3	-	✓
28	HNO	86,6	✓	-
29	IAT	80	✓	-
30	IYT	100	✓	-
31	IM	86,6	✓	-
32	IS	80	✓	-
33	IT	80	✓	-

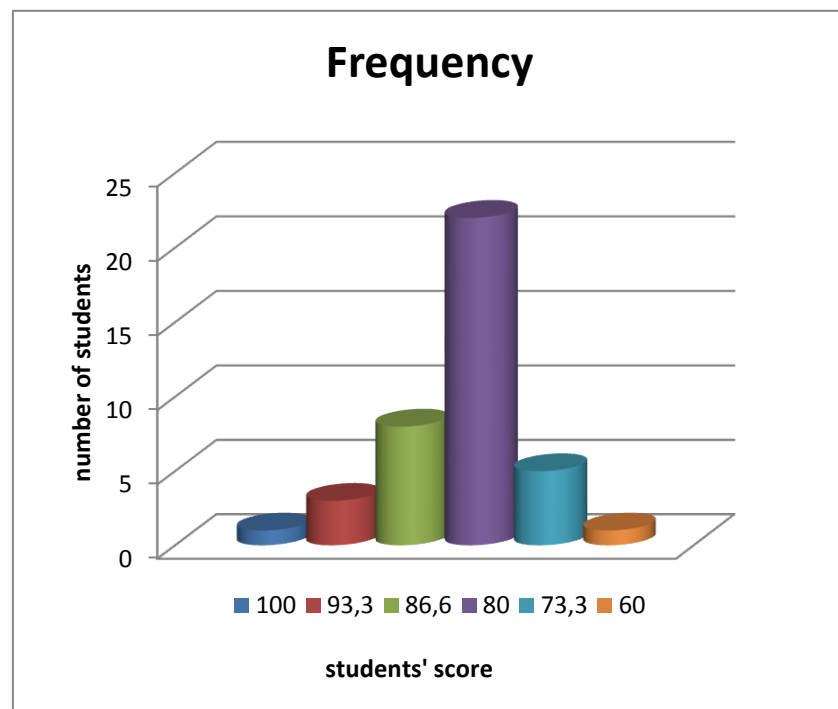
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Continuation

34	IM	80	✓	-
35	IAP	80	✓	-
36	JA	86,6	✓	-
37	LNF	80	✓	-
38	LA	80	✓	-
39	LIW	80	✓	-
40	LSN	80	✓	-
Total			33	7
Percentage			82,5 %	17,5 %
Mean score			81,48	

Based on the result of first test, the data showed that in the class 33 students that passed the criterion of success while the 7 students failed because they got score less than 75. Then there were 82,5 % of students that passed the test and 17,5 % of students was failed. Based on the gained percentage, the observer showed the graphic of score in the Test 2 the following figure:

Figure 4.3 Graphic of Students Score in Test 2



Based on the result of students' score in the Cycle 1, there was improvement of the students' mean score from the students' mean score on the test 2. The mean on test 1 was 61,25 and the mean in Test 2 was 81,48. While the students that passed the criterion of success also improve from 27,5 % became 82,5 %. It means the improvement from the test 1 to test 2 was 55 % after used *The Power of Two* strategy in reading comprehension. So the treatment using this strategy was achieved 80 % of criteria of success.

The explanation was in following:

$$P \% = T2 \% - T1 \%$$

$$P \% = 82,5 \% - 27,5 \%$$

$$P \% = 55 \%$$

Information:

- P % : Percentage of improvement
- T2 % : Percentage of Test 2
- T1 % : Percentage of Test 1

d. Reflecting

1) Discussing the result of *The Power of Two* strategy implementation

Cycle I deliver 82,5 % or 33 students passed the test from criteria of success. It has given satisfactory result on the improvement of students' achievement. The students' problems in reading comprehension can be solved. It was mean *The Power of Two* strategy precise to used in comprehend the content of text in reading comprehension.

2) Discussing the students' participation

About students' participation in cycle 2, base on interview (Appendix 26) student say that *The Power of Two* strategy is interest strategy if student understand the steps. Because it could help student in comprehend text by discussion and sharing argument in small group. Student also state that they more interest in learning reading by using this strategy.

From the observation sheet and field note, the students participation showed that students was active participation. Because the student active participation gained 82 % from the average of two meeting in cycle 2. It experience progress from Cycle 1 that gained average 73%. So the criteria of success of the students' active participation had been completely.

e. Conclusion

From the finding above, the implementation of *The Power of Two* strategy gave satisfactory results. The teaching and learning activity got improvement in each meeting. The students' problems in reading comprehension also can be solved; the proof was the students' score in each test increasing from the preliminary test.

4. Finding After Implementation

To support the needed data related in this observation using *The Power of Two* strategy in reading comprehension, the observer carried out post interview to English teacher, post interview to some students as the collaborator and gave Post test to the student.

a. The result of post interview to English teacher

Post interview to some students was held on Saturday, April 30th 2016. The observer asked to teacher some questions (Appendix 27).

The first topic was about the general condition in reading class during implementation of the strategy. Teacher said that the condition of class when using the strategy was better than class before. They looked enjoy in discussion. The students' participation also was good.

The next question was about the students' ability in reading comprehension after experience treatment using *The Power of Two* strategy. The teacher explained that students more motivated to comprehend in reading the text and answering the question. Students more carefully in did the test.

The observer also asked teachers' argument about *The Power of Two* strategy. Teacher stated that the strategy was precise to use in reading comprehension. This strategy can improve students' score and also can solve the students' problem such as the passive students or the less of students' concentration. The transcript of interview can be seen in appendix 28.

b. The result of post interview to students

The researcher interviewed some students on Saturday, April 30th 2016. This interview had purpose to know their argument after follow in teaching learning process by using *The Power of Two* strategy with some questions (Appendix 29). The question was about the students' experience in teaching learning process. From 3 students that had been interviewed as sample, all of them state that they got new experience

in reading comprehension. They felt enjoy discuss in pair because they can collaborate their argumentation to solve their task. When they discuss, there were not the passive student because they can motivated to each peer. The students hoped that this strategy can implement on other subject of learning.

The next question was about the difficulty or obstacle when they following reading class using *The Power of Two* strategy. From 3 students that had been interviewed as sample, 2 students answered that the obstacles were when they asked other students or their peer that passive to collect to discussion. They said also that some students lazy to discuss. But almost of students could motivate other students to do the task and did discussion seriously.

c. Post test to the student

The result of the treatment from Cycle 1 and Cycle 2 by using The Power of Two strategy to solve students' problem in reading comprehension was success. To make this observation obvious, the observer gave post test to students that held on Wednesday, 4th Mei 2016 (Appendix 30).

From the post test, gained the students' score below:

Table 4.5 The students' Score of Post test

No.	Students' Name	Tests' score	Passing	Fail
1	AWF	80	✓	-
2	AKS	80	✓	-

Continued

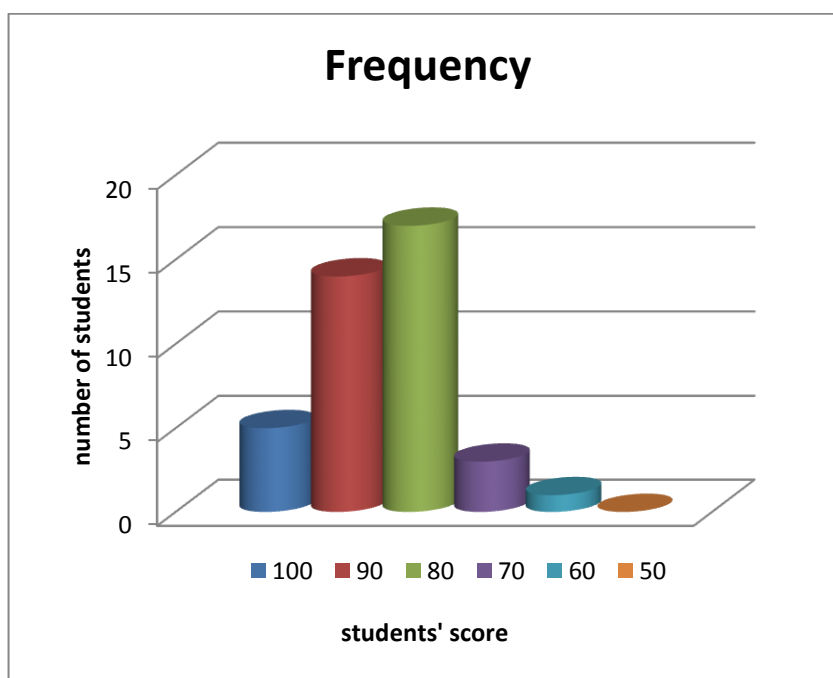
Continuation

3	ABN	60	-	✓
4	ADK	80	✓	-
5	AA	100	✓	-
6	ASA	100	✓	-
7	BKN	90	✓	-
8	DA	80	✓	-
9	DAS	80	✓	-
10	DS	90	✓	-
11	DL	90	✓	-
12	DR	80	✓	-
13	DR	90	✓	-
14	DOK	80	✓	-
15	DPS	90	✓	-
16	DAF	80	✓	-
17	DAN	70	-	✓
18	DN	70	-	✓
19	DLF	100	✓	-
20	DNO	100	✓	-
21	ERA	90	✓	-
22	EH	80	✓	-
23	ER	90	✓	-
24	EYL	80	✓	-
25	FM	80	✓	-
26	FDA	80	✓	-
27	FDS	80	✓	-
28	HNO	90	✓	-
29	IAT	70	-	✓
30	IYT	90	✓	-
31	IM	90	✓	-
32	IS	80	✓	-
33	IT	90	✓	-
34	IM	90	✓	-
35	IAP	80	✓	-
36	JA	100	✓	-
37	LNF	90	✓	-
38	LA	90	✓	-
39	LIW	80	✓	-
40	LSN	80	✓	-
Total			36	4
Percentage			90 %	10 %
Mean score			84,75	

From the data above, explained that students experience improvement on score of reading comprehension. The students that got score passed from criteria of success were 36, while the students that failed were 4 students. It showed significant development on students' reading comprehension after experiencing *The Power of Two* strategy.

The percentage of students' score was 90 % students passed the post test and 10 % students were failed in the test. The ensuing was the figure that describes the percentage of increment from Test 2.

Figure 4.4 Graphic of Students Score in Post Test



The figure was imagining of the students' score in post test. While the percentage of increasing the students' score from test 2 and post test explained as follows:

$$P \% = PT \% - T2 \%$$

$$P \% = 90 \% - 82,5 \%$$

$$P \% = 7,5 \%$$

Information:

- P % : Percentage of improvement
- PT % : Percentage of Post test
- T2 % : Percentage of Test 2

B. Discussion

This observation had objective to solve the students' problem in reading comprehension at first grade of SMK PGRI 1 Tulungagung by using *The Power of Two* strategy. Following instruments of the study that the data be collected during implement of *The Power of Two* strategy, gained in formations:

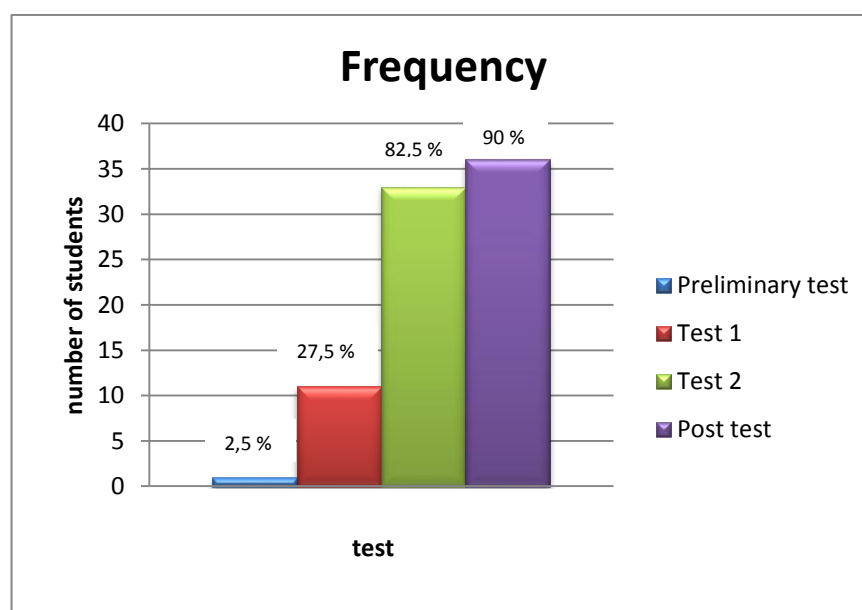
The first, based on the observation before implementation *The Power of Two* strategy, the teacher used traditional method to reading class. It made students bored. The class centered to teacher. While students sit and listened the teachers' explain. Sometimes teacher asked to students to memorize the words to help their comprehension the text. The implementation of *The Power of Two* strategy were motivated students in reading comprehension and students' active participation in teaching learning process. It could be seen from the observation sheet and the figure of development the students' score. In the preliminary test there was 1 students or 2,5 % that could pass the test. In

test 1, there were 11 students or 27,5 % that could pass the test. In the test 2 there were 33 students or 82,5 % that could pass the test. And the post test 36 students or 90 % passed the test. It was mean the implementation of *The Power of Two* strategy ran successfully.

Meanwhile, the mean of students' score also improved after did test using *The Power of Two* strategy. The mean score that gained from preliminary test was 47,25. While the mean score that taken from test 1 was 61,25. Also from the test 2 the mean score gained 81,48. And the post test the mean was 84,75. It had meant that the mean score always increase every test.

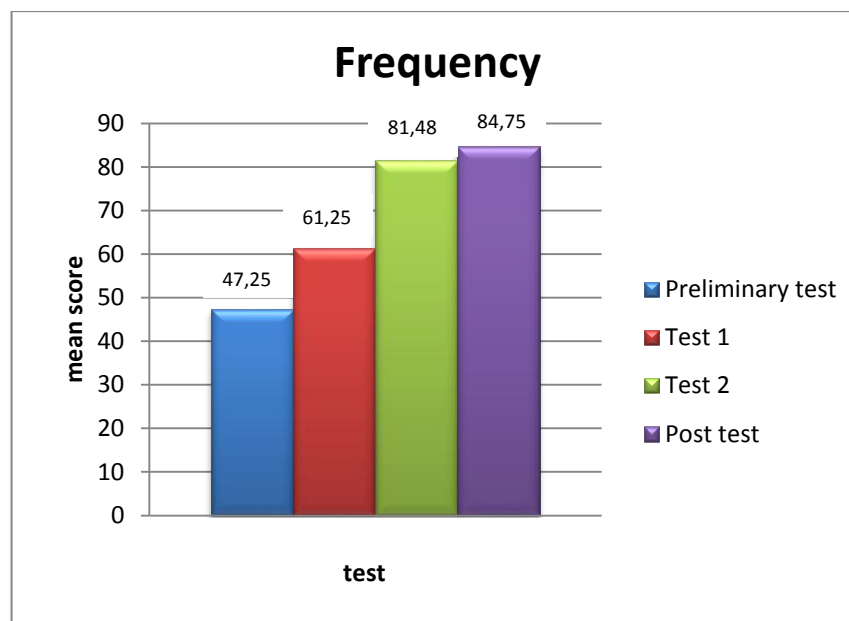
This figure showed the development of students' score:

Figure 4.5 Graphic of Development of Students' Score



The development of mean score each test could be seen on the figure below:

Figure 4.6 Graphic of Development of the Mean Score



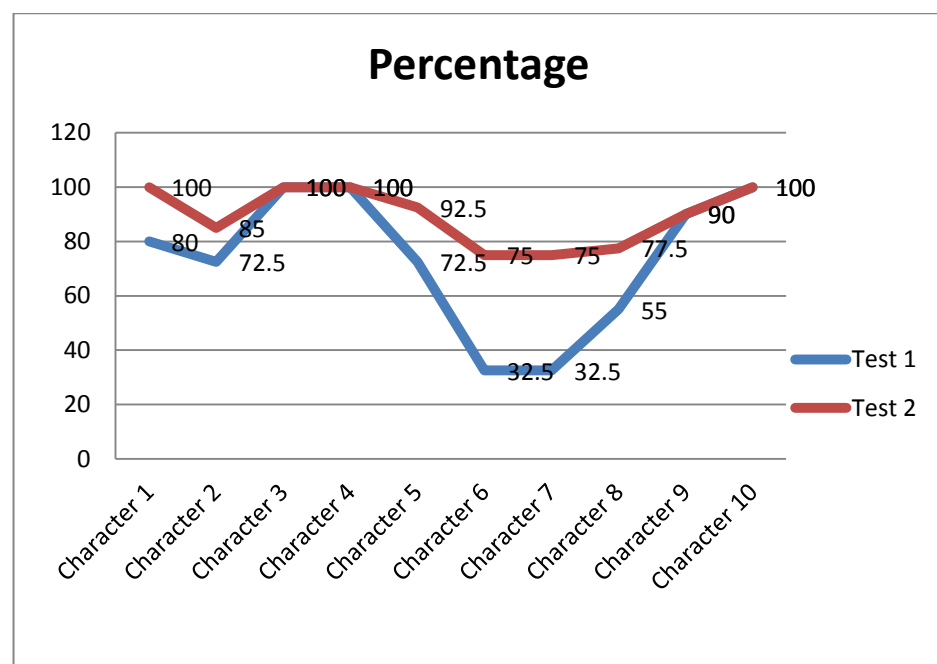
Then, the success of this research in improve the students' active participation could be seen from the observation sheet. The observation sheet clarified that students was active participation in discussion and the motivation to do their task. From the preliminary study showed that they teacher explained material by traditional method such as speech or giving task to students. They were could not discuss and another giving argument. It would be the learning objective could not delivered spread all over to all of students. Because teacher did not know, which one the student that comprehend or not. It was mean; the passive students would be passive students to forward.

The students' active participation could be seen after they got teaching learning by using *The Power of Two* strategy. From first test the active participation was 67,35 %. It was not pass of the criteria of success; that

should achieve 80 % of class active. While in test 2 was experience progression 83,075 %.

This figure showed the progression of students' active participation:

Figure 4.7 Graphic the Progression of Students' Active Participation



The table was information of the character from above graphic:

Table 4.6 The Information of the Character from Graphic 4.7

No.	Character	Explanation
1	Character 1	Listening/attentive toward teacher explain
2	Character 2	Read the book/sources
3	Character 3	Read text of the test
4	Character 4	Do the test that give by teacher
5	Character 5	Collaboration and discussion with pair
6	Character 6	Active to ask questions to teacher
7	Character 7	Give argumentation or ideas
8	Character 8	Write down the relative material
9	Character 9	Write down the conclusion of result discuss
10	Character 10	Show/submit the students' task

The success of this observation was influenced by the used of *The Power of Two* strategy because it had some advantages to teach reading. May and Doob (1937) state that cooperation in group was used to reach some purpose from members of group. When they had some purpose, they would consider their decisions that would be taken by group. From this statement showed that work in group could stimulate student to thinking about the problem. So, the students that early were passive, they would be demand to give argument.

The Power of Two strategy also could give motivation to students. As Morton Deutsch (1949) said that the member of group which in social environment would be friendly, more solid and have enthusiasm than they which in competitive situation. Thus, a group would more productive if each

member be ready to listen the other and cooperative to reach objective which the quality better than work competitively. This argument also got support from Allport (1924) said that there were different qualities and quantities from individual when work. While, a group that work collectively inclined thinks efficiently than a best person in group work individually. It had means that individuals that work in group could work more effective than individual that work alone.

The purpose of *The Power of Two* strategy could minimize failure and solve problem agreed with Jayantomi (2013). When students cooperative in solve the problem toward learning material, it could help students to minimize failures. Whereas in group there was peer that remind if there were some error. The thing could make the decision more effective and certain could solve the groups' problems.

In teaching learning process the observer also saw that the students tried to improve their comprehending in reading by participating actively in cooperative group. According to Richard and Rodgers (2003:195) cooperative group in the instructional use of small groups through which students work together to maximize their own and each other's learning. Beside, Haynes and Zacarian (2010:41) stated that research has shown how important cooperative learning is to academic and social learning students in general. They believe that cooperative group instruction is helpful for English Language Learners. Hence, *The Power of Two* strategy could be categorized as cooperative group activities because it allowed the students to work in small group in the class.

As the result of this strategy, the students' comprehension in reading and students' motivation was good.

Beside, the use of dictionary was also contributive to English Language Learners. Perfetti et al (2004:240) stated that vocabulary has been slightly neglected partner in accounts of reading comprehension. They also stated that those word meanings are instrumental in comprehension on logical as well as theoretical ground. It means that the use of dictionary give beneficial contribution for the students in comprehending reading.

From the discussion above, it could be stated that the practical problems in the class could be solved by using *The Power of Two* strategy. The first this strategy improved the students reading comprehension increased well. The second, the students' score in each test from every cycle was improved. The next, the students' motivation to learn was progress. The last, the students' passive in class could decrease. In conclusion, the implementation of *The Power of Two* strategy to reading comprehension could solve the students' problem at first class of SMK PGRI 1 Tulungagung.