CHAPTER I
INTRODUCTION

In this chapter, the researcher discusses about the background of the study, delimitation of the study, research question, purpose of the study, significance of the study and definition of key terms.

A. The Background of the Study

Teaching in a standardized educational process involves not only delivering subject matter but also organizing the learning environment for students. English, as a global language, plays a crucial role in global communication and requires good reading comprehension. English is learned and used as a means of communication in various countries, either as a first language, second language, or foreign language. Munna & Kalam (2021) emphasize that the main activity of the entire educational process in schools is learning. Variable learning methods and creating various learning creations foster a more exciting learning atmosphere in the classroom. Learning English requires a greater emphasis on reading comprehension than mastering listening, speaking, and writing skills, as reading can improve critical thinking skills.

From reading activities, we can gain more knowledge and information. In a standardized educational process, teaching is not just about delivering subject matter but also organizing the environment for learning activities. Students tend to get bored with less varied learning methods, especially in reading learning for high school students. Reading activities can help improve critical thinking skills and provide more knowledge. Many students struggle with reading comprehension and motivation due to a lack of knowledge. To improve their reading skills, engaging learning methods are needed. Some schools lack the right methods for English reading comprehension, resulting in suboptimal analysis. Reading also trains

information filtering skills, and appropriate methods are needed to motivate and encourage students' comprehension of texts.

English learning, particularly in reading, is hindered by factors such as the lack of enjoyment, boredom, and lazyness of students. Teachers in the classroom also contribute to this difficulty, as their methods are less effective in fostering students' reading skills. Lack of feedback and traditional teaching methods do not stimulate students' interest in reading English texts. To improve proficiency, students need a comfortable and easy-to-understand method. A successful approach involves utilizing two strategies, as Silberman (2015) suggests that two strategies are better than one. This research aims to explore the implementation of the power of two method in high school to overcome some of the problems faced in English text learning.

The power of two strategies is an activity that can increase synergy benefits. Paired strategy is an important component in English language learning, as it encourages cooperation between small groups through learning activities. Thus, Sulaiman & Ripo (2017) said that this strategy will effective to raise the students reading ability because it force the students to think and exchange views on the results of their own thinking. This research is based on some previous research, among others:

The first study aimed to compare the impact of cooperative learning strategies with scientific learning approaches and determine their potential for improving students' reading comprehension skills. As part of small-group cooperative learning, the power of two techniques maximizes collaboration through educational activities. For instance, two members are required to attain fundamental competencies. As a result, teaching strategies shouldn't conflict with learning goals. This research was conducted by Nada et al., (2023). This study investigated the effectiveness of the power of two strategies in improving students' reading comprehension of descriptive text in SMAN 1 Pangkalan. It used a t-test to compare the post-test scores of the

experimental group and the control group, which ultimately concluded that the power of the two strategies was more effective in improving reading comprehension. It used quantitative research methods and a multiple-choice test as a data collection technique. The test consisted of 25 questions and was given as a pretest to assess students' reading comprehension at the beginning and as a post-test after the treatment. Data analysis was conducted using a t-test to compare the pretest and post-test scores of the experimental class and the post-test scores of both groups. This strategy involves students listing topic-related questions on a flip chart, answering them individually during class, and then forming pairs to create new answers. Students then compare their answers in groups, fostering active thinking and groupwork. This approach helps students understand their mind reading and improves their reading skills. The power of two strategies emphasizes the importance of synergy, as two heads are better than one. This strategy can be effective in teaching students by creating groups of two or in pairs, promoting active thinking and groupwork. Overall, the power of two strategies can help students better understand and comprehend learning materials, ultimately leading to better reading comprehension.

In their second study, Ulfa and Ratmanida (2019) explored and promoted the use of the "Power of Two" strategy as a teaching method to improve reading comprehension among senior high school students. According to Ulfa and Ratmanida (2019), this strategy involves collaborative learning, active thinking, and participation, with teachers facilitating discussions and assessing students' abilities. The study explores the use of the "Power of Two" method to enhance reading comprehension among senior high school students. The strategy involves students working in pairs to comprehend an analytical exposition text, reading silently, identifying key points, and discussing the content together. This method helps teachers create groups of two or in pairs, making students more active in thinking. The research suggests that the Power of Two method can improve students' reading abilities. To implement this method

in the classroom, the teacher must understand their teaching style and choose techniques that help students understand during sessions. The use of Power of Two techniques also allows teachers to control the class and know the reading abilities of the students. Overall, the study highlights the benefits of this teaching method in improving students' reading comprehension skills.

The third study aims to explore the implementation of the Power of Two method in increasing students' reading engagement and comprehension. This research was conducted by Nisa et al., (2023). This research explores the implementation of the Power of Two method in vocational schools to boost student activity. The method involves forming students into small groups of two, promoting cooperative learning and highlighting the benefits of synergy between individuals. The research aims to enhance reading learning and student engagement. The Power of Two method has been successful in increasing class X students' participation at Creative Vocational School. The research also highlights the importance of group education, as group thinking yields more results than individual thinking. The findings suggest that the Power of Two method can effectively increase student involvement in learning and encourage group education.

The fourth study aimed to analyze the effectiveness of teaching reading using the power of two strategy for tenth grade students, specifically focusing on improving reading comprehension. This research was conducted by Milarisa and Riski (2021). The study utilized quantitative research methods and a one-group pretest-post-test design to study the effectiveness of the power of two strategy in teaching reading to tenth grade students at SMA Muhammadiyah Tanjung Redeb. A reading test was used as a data collection instrument, with a pretest before treatment and post-test after treatment. The collected data were analyzed using a t-test to determine the strategy's. The results showed a significant improvement in students' reading ability, indicating active participation and interest in the learning process. The null

hypothesis was rejected, further supporting the strategy's effectiveness. The study also provided references and previous research to support its conclusions.

The problems found in reading learning at school the first, students feel bored with reading activities because they think reading is boring and students are difficult to understand a long text. Second, students do not find the right method to facilitate their learning to read English texts. Third, the lack of variety in the learning methods applied by teachers to students, so that uninteresting learning methods make students uninterested in reading. Fourth, teachers struggle to effectively manage the class during learning sessions, which results in less than optimal teaching and a lack of understanding among students. It causes students to not be optimal in improving their English text-reading skills.

These problems can be identified in the following ways: 1) Pre-observation in the classroom. The researcher performs pre-observation to find out the various problems that occur during learning in the classroom. 2) conducting structured   interviews with teachers and students, interviewing with the teachers concerned to find problems in teaching in classrooms, in particular understanding reading English text, and student interviews aim to know the obstacles encountered by students in learning to read English texts, so that from these difficulties researchers will find the right method to solve some of these problems. Based on the problems faced by teachers and students in learning to read English text and also from some previous research, the researchers will apply the power of two methods to solve some of these problems.

Nada et al., (2023) research on the implementation power of two methods in expository text reading instruction at the high school level highlights the need for further investigation. The study found gaps in understanding the strengths and implementation power of these strategies. To enhance the understanding, the researchers suggest conducting qualitative

research to gain insight into students' perceptions and experiences with the power of two strategies. This could be done through interviews or focus group discussions. The study also did not explore the qualitative aspects of the implementation power of two strategies in senior high school. The researcher plans to conduct qualitative research and complete the procedure for applying the power of two methods to secondary school students.

Based on some descriptions from previous researchers, this research describe the implementation of "The Power of Two" method in learning reading comprehension in senior high school. From some of these bases, the researcher chose the topic to describe how the procedure of using the power of two method in the classroom. With this method, learning to read English texts will be more easily understood by students and more fun because it is done in pairs rather than learning alone. This can affect the reading comprehension of students, who can quickly understand the content of a text. Therefore, the researcher would like to conduct a research with the title ***"The Implementation of "The Power of Two" Method, In Reading Expository Text To Student Of SMAN 1 Jiwan"***.

B. Delimitation of the Study

Based on several reasons stated, the researcher wants to apply the power of two methods to the material in semester 2 of class X, namely expository text. This research will describe the implementation of the power of two methods in class X of SMAN 1 Jiwan.

C. Research Question

The research questions of this study can be formulated as follows:

1. How is the implementation of the Power of Two method in reading explanatory text in 10th grade in SMAN 1 Jiwan?

2. What are the advantages of students using the Power of Two method in the learning process of reading explanatory texts in the 10th grade of SMAN 1 Jiwan?

3. What are the disadvantages of students using the Power of Two method in the learning process of reading explanatory texts in the 10th grade of SMAN 1 Jiwan?

D. Purpose of the Study

1. To describe the use of the power of two method is used in the classroom, to teach grade 10 on the material of expository text. Researchers will find out whether the power of two method is suitable or not to be used to teach reading expository texts in grade 10 of SMAN 1 Jiwan.

2. To find out the advantages of using the power of two method in improving reading comprehension of expository texts by class 10 students at SMAN 1 Jiwan.

3. To find out the disadvantages of using the power of two method in improving reading comprehension of expository texts by class 10 students at SMAN 1 Jiwan.

E. Significance of the Research

The author hopes that this research has some significance. Among them are as follows:

1. For students, this can motivate them to improve their ability to learn to read English texts because they will find this learning method fun and make it easier for them to learn English because it is done in pairs. In classroom learning, students will easily understand the explanatory text.

2. For teachers, this can show them that there are many interesting and easy learning methods to teach reading and can also provide motivation for an English teacher to create new ways or media for teaching English.

3. Schools are expected to find that this research provides ideas for using innovative and creative learning strategies that yield maximum results in the learning process.

4. For further research, this research can be used as a reference.

F. Definition of Key Terms

Four key terms in this study, namely: reading, reading comprehension, exposition text, and The Power of Two method.

1. Reading is an active process of constructing word meaning. Reading with purpose helps readers to direct information to a goal and focus attention.

2. Reading learning is a transfer process between teachers and students, where there is a process of obtaining messages in the text.

3. Expository text is a type of nonfiction text that contains information or exposure about a purpose or goal.

4. The power of two method is a reading comprehension method by forming a small group of two students who exchange ideas and work together in learning to read.