

CHAPTER II

REVIEW OF LITERATURE

In this chapter the researcher discusses several theories that are relevant to the problems in this research. The discussion focuses on the Power Of Two Method, Power of Two Method for Teaching Reading, and The Use of The Power of Two method.

A. Power of Two Method

The Power of Two method means combining the power of two people. Combining the power of two people in this case is to form small groups, each consisting of two. According to Khaidir (2019), the power of two learning model consists of two people, so cooperation and communication are better established. The Power of Two learning method is an approach in education that utilizes a combination of individual learning and pair learning. Zaini et al., (2012) stated that this model has the principle that thinking together is much better than thinking alone. The method is based on the idea that collaboration between two individuals in the learning process will result in better understanding and improve the overall quality of learning.

The Power of Two learning method is an approach to education that utilizes a combination of individual learning processes and learning with partners. This method is based on the idea that collaboration between two individuals in the learning process will produce better understanding and improve the overall quality of learning. According to Silberman (2014), the power of two method is an activity used to improve learning and emphasize the benefits of synergy, namely, that two heads are better than one.

Powe of two method is a component of cooperative learning. In cooperative learning, students study and work in groups where there is a cooperative component to task completion

in order to maximize results. According to Kadir (2018), the power of two methods is a learning activity used to encourage cooperative learning and strengthen the importance and synergy of two people with the principle that thinking together is better than thinking alone. The power of two models is part of cooperative learning whose implementation practice is to learn in small groups by fostering maximum cooperation through learning activities by partner with two members in it to achieve basic competencies.

In conclusion, The Power of Two learning method is an approach that combines individual and collaborative learning with pairs. By discussing, collaborating and helping each other, this method can improve understanding, provide additional support and motivation, and develop social skills. Although there are some drawbacks such as dependence on the ability of the pair and longer time, this method has great potential in improving the quality of learning.

B. Reading for Senior High School Students

Learning the ability to read and write was the main objective of learning English; hence, the teaching of the language has been centered on implementing reading classes. It is believed that reading is a crucial ability that pupils should acquire. Since reading is a stage at which children may acquire knowledge and information, being able to read opens up a portal to the outside world and the students' own understanding, Elizabeth et al. (2003). Additionally, according to Jeremy Harmer (1998) reading becomes the most significant activity for kids in the learning process and plays a significant part in their individual development. Reading may help students learn a lot and gain more knowledge.

In a learning environment, reading is the most crucial ability for second language learners to acquire. All reading assignments and activities must incorporate reading techniques as a fundamental component. Reading proficiency may be impacted by a wide

range of things. One aspect of language proficiency that gets a lot of attention in daily life is reading. This attention is a recognition of the significance, worth, and role that reading plays in social interactions. The emphasis on learning to read in school is on the ability to comprehend, take in information, and communicate ideas or messages, Harianto (2020). A student must be able to comprehend entire texts, clauses, sentences, and groupings of words or phrases in order to full fill this requirement. School-based reading programs incorporate critical thinking, emotional development, and customization based on the genre and theme of literature students are exposed to.

From the above statements, it can be concluded that reading is needed by students. Acquiring proficiency in reading is the main goal of learning English, as it is essential for gaining knowledge and personal growth. Reading ability is an important part of the learning environment for second-language learners. Various aspects, such as daily life, the educational environment, and social interaction, have an impact on reading competence. To meet this need, school-based reading programs concentrate on helping students understand texts, clauses, sentences, and word groupings. The system includes literary analysis, emotional growth, and customization according to literary types and topics.

C. The Power of Two Method for Students' Reading Learning

A teacher can teach reading using a variety of techniques. Silberman (2015) explained in Elaine Biech's book that to encourage active learning, the power of two people must be centered. One practical and successful active learning strategy is assigning participants to work with a learning partner. This method encourages cooperation and allows the exchange of ideas, thus improving students' understanding of reading comprehension. It gives students the opportunity to learn about language, vocabulary, grammar, punctuation, sentence structure, and text structure more easily.

Teaching reading can be done by using the power of two methods. According to Milarisa and Risky (2021), the power of two learning methods is an activity carried out to enhance cooperative learning and encourage the benefits of synergy because two people are certainly better than one. The power of two methods is part of cooperative learning. Learning by using this method involves two students who form a group to work together in learning to read English. Aspect of cooperative learning is the "Power of Two" method, which involves learning in small groups by having members of the group work together as much as possible through small-group learning activities led by the individual in order to achieve teamwork, Anwar (2015). The relationship between cooperative learning and the power of two methods is to combine two minds of students who are smarter work together with students who still lack understanding of English texts.

In conclusion, the Power of Two method's application depends on the idea that pupils already know something about or comprehend an issue connected to the learning topic under study. Asking profound inquiries that generate more in-depth responses might help the teacher encourage students to consider the subject or issue more carefully before it is presented. Before a panel discussion, the teacher may instruct the class to divide into smaller groups so that they can work together to solve issues or provide answers to topics that will be covered in greater detail.

D. Expository Text for Students

Texts that present the author's point of view, theory, or defense of a phenomenon or subject are called explanatory texts. Moh Syafii (2020) stated that exposition means a way of explaining or analyzing text or paragraphs which is supported by controlling ideas with information, facts and illustrations. Expository text uses clear, focused language and moves from general to specific and abstract to concrete facts. Reading comprehension is required for students to study expository texts. In the first year of second semester learning material at

high school, expository text is one of the learning materials that is quite difficult, because expository text presents factual writing.

The exposition text itself is written based on data obtained based on facts that really happened. Expository text is a type of nonfiction text that contains an explanation of information or knowledge. Exposition text has several parts and characteristic. Five of the most widely utilized patterns of expository text structures include cause and effect, comparison, issue and solution, description, and sequence, Zahra et al., (2019). According to Olson (2003), expository works are typically meant to clarify analytical or expository compositions are typically meant to clarify, interpret, analyze, hypothesize, assess, convince, or reflect.

From the statement above, an explanatory text is a nonfiction piece of writing that presents the author's perspective, theory, or defense of a phenomenon or subject. The text is supported by information, facts, and illustrations, using clear and focused language. Students must have reading comprehension to learn expository texts, which can be challenging in the first year of high school second semester. Expository text has several parts and characteristics, including cause and effect, comparison, problem and solution, description, and sequence. Expository texts are designed to clarify, interpret, analyze, hypothesize, assess, convince, or reflect on the subject matter. therefore, reading comprehension is required for students to examine expository texts.

E. The Use of “Power of Two Method”

To encourage collaboration for learning reading, use the Power of Two learning exercise. According to Nisa et al., (2023), the power of two is carried out by combining the efforts of two people, resulting in the formation of small groups, each consisting of two people. The goal of this practice is to create synergy, namely the idea that two individuals are

better than one. The guiding idea of this tactic is that group thought produces greater results than individual thought. The tenet of the Power of Two cooperative learning paradigm is that group thought produces greater results than solitary thought. Using this strategy requires getting used to both solo and group active learning.

The Power of Two approaches are applied with the assumption that students already possess knowledge or comprehension of issues or subjects connected to the lesson's subject of study. Teachers should use probing questions to elicit more in-depth responses from students in order to encourage them to consider the subject or issue more carefully. The teachers may then invite the class to divide into smaller groups so that they can work together to solve issues or provide answers to questions that will be covered in further detail before the class meets as a panel.

The power of two method in the classroom can allegedly overcome some of the students' reading and learning problems to understand the expository text. According to Sulaiman and Ripo (2017), this strategy will be effective in raising the students reading abilities because it will force them to think and exchange views on the results of their own thinking. That way, students will rely on each other's synergy, which is better than learning alone. Small groups will increase students' focus on learning, so students will find it easier to understand an English text.

This method is the same as other cooperative learning methods; the practice of learning the power of two methods begins with the teacher asking a question. With this question, the first thing to do is for students to work individually. Overall, the application of the power of two methods aims to familiarize students with active learning both individually and in groups and help students work together with others. Thus, learning by using the Power of Two method is expected to increase students' understanding of the subject matter of

determining the intrinsic elements of drama texts, so that the learning outcomes obtained are also expected to increase.

In its implementation, the power of two methods has several steps for use. Steps in implementing the power of two strategies, according to Sudjianto (2012).

- a. Ask one or more questions that require reflection and thought.
- b. Learners are asked to answer the questions individually.
- c. Once all learners have fully answered all questions, ask them to pair up and exchange answers with each other and discuss them.
- d. Ask the pairs to create new answers to each question while improving their individual answers.
- e. When all pairs have written new answers, compare each pair's answers as a class.

The steps proposed by Sudjianto (2012) were modified by the researcher in the implementation, namely:

- a. The teacher explains the essay text, then asks students to answer questions from the available reading.
- b. Students are asked to answer the questions individually; that is, they answer the questions from the text provided.
- c. Students have answered all the questions completely, they are asked to pair up and exchange answers with each other and discuss them. After all have answered the questions individually, they are asked to find a partner, and the small group discusses each other's answers.

- d. The pairs create a new answer to each question while improving their individual answers; the small group unifies the results of their discussion or answers.
- e. To review the students' work, the teacher will call on a student, and the student will have to explain the answer from the paired discussion that has been done or carried out.

F. Reading Assessment

The most important task for all teachers is assessment, which needs to be done often. Teachers will be able to assist students in gaining access to the knowledge and skills they require from the general education curriculum through application. Every student will be able to realize their full potential thanks to it. According to Suyanto (2007), show that the kinds of assessment, there are process assessment and overall assessment. There are as follows:

1. Process assessment

Process evaluation involves assessing pupils while they are engaged in active learning. The teacher oversees the execution of each learning reading task during this evaluation. The instructor observes the reading habits, attitudes, and skills of the students as well as their interactions with classmates.

2. Overall Assessment

The overall assessment, which usually takes place at the conclusion of a course or interaction unit, aims to compile a summary of the knowledge that students have acquired. The instructor will assess the pupils' thorough comprehension in this portion. Finally, this evaluation of the students' learning