

CHAPTER V

DISSCUSION

This chapter discusses the results of research on The Implementation of "The Power of Two" method in reading expository text to student of SMAN 1 Jiwan. The discussion of this research is outlined below:

A. The use of "The Power of Two" Method in Reading Expository Text to Student of SMAN 1 Jiwan

At this point, the researcher discussed the learning activities in the classroom by teachers and students in reading expository text. The researcher's first task involved preparation. The researcher prepared the research instruments, namely the observation checklist sheet, interview guidelines, and camera. The implementation of research activities has three stages: pre-activity (*PIP-Act*), main activity (*PIM-Act*), and post-activity (*PIPst-Act*).

The early steps in the teaching and learning process are called pre-activity; this activity is carried out by the teacher before entering the core of learning. The steps of the activity include greetings, checking the presence of students, motivating students, stimulating students about the material they learned last week, and finally explaining the learning objectives (See (*PIPst-Act*)). Pre-activity is the initial step in the teaching and learning process carried out by the teacher before explaining the subject matter. The opening includes greetings, prayers, checking students' attendance, stimulating students about the material to be discussed, and finally explaining the learning objectives. The teacher starts the teaching and learning activities by saying greetings, praying together, and taking attendance. Pre-activity is the initial activity carried out by the teacher in the learning process. The teacher

starts the class by greeting the students, and the students answer the teacher's greetings. The teacher checks the students' attendance to know the number of students in the class during the learning process. Then the teacher provides motivation before starting the lesson to foster student enthusiasm. The teacher asks about the material they learned last week about expository text to ensure students do not forget the topic of learning. The teacher also provides apperception before starting the core activities.

Furthermore, in the main activities, in this core activity, the researcher found the steps for using the power of two methods. In the core activities, there are several activities, including the teacher explaining briefly about the material being studied, providing worksheets that students must do, asking students to work on problems individually, asking students to form groups of a maximum of two people, asking students to discuss, and finally asking students to present their answers (See (*PIM-Act*)).

In the core activities, students are given sheets containing expository text and questions that they must answer. After students have completed their individual work, the teacher asks students to form groups in pairs. Then students free to choose a partner to discuss their work. As said by Khaidir (2019), the power of a two-person learning model consists of two people, so cooperation and communication are better established. The teacher gives orders to students to form groups of maximum two people, (*PIM-Act*) the teacher asks students to discuss their individual work with their partner in order to come up with a new, more correct answer. From the cooperation of the students, the final answer will be presented in front of the class. However, by relying on group work, students will more easily develop new answers because thinking in groups is better than working individually. Zaini et al. (2012) state that this model has the principle that group thinking is much better than thinking alone. After the students have compiled the new answers, the teacher asks the students to present their answers in front of the class.

The last step is post-activity which consists of material conclusions by the teacher, evaluation by the teacher of the learning that has taken place. The conclusion is useful to provide a summary of what the teacher taught, so that students are able to understand the material taught (See (*PIPst-Act*)) .

Based on the activities above, the researcher concludes that the power of two method has several steps of use, this statement is supported by previous researcher Sudjianto (2012), the use of the power of two method has several stages, namely 1) The teacher provides readings and questions that contain exposition text. 2) The teacher asks students to answer these questions individually. 3) After students complete the individual task, the teacher instructs students to form groups in pairs. 4) Students are free to choose a partner to group with. 5) Students discuss the results of individual work, and compile the most correct answers. 6) The teacher instructs students to present the results of group work.

B. The Implementation, advantages and disadvantages of "The Power of Two" Method, In Reading Expository Text to Student Of SMAN 1 Jiwan

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

The use of the power of two method for learning to read expository text by teachers has several steps (See (*P2Tch*)). First, the teacher explains about the expository text material so that students remember last week's material. Second, the teacher gives a sheet containing pieces of expository text and also some questions that students must do. Third, after the teacher distributes worksheets to students, students work on the questions individually.

Fourth, after students finish working on the questions given by the teacher individually, the teacher asks students to form groups with a maximum of two

members. According to Hosnan (2014), the power of two method 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. This step is in accordance with the English teacher's statement when teaching in the classroom (See (P2Tch)). This power of two method is a cooperative learning where the number of group members is only two people or in pairs, according to previous researchers this method is better than working alone. Fifth, students who have formed groups, then discuss with their partners regarding their individual answers. students will combine their answers and form new answers. Finally, students will be asked by the teacher to present their answers in front of the class. The goal is to find the most correct answer.

From the observations (See (*PIObs*)), researchers found how to use the power of two methods for learning to read expository text. Based on the explanation above, it can be concluded that the use of the power of two method has several stages. The core activity shows that the teacher asks students to form a group of two, and then they discuss their individual work with each other to find the most correct answer.

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?

The researcher found several advantages of using the power of two method to read expository text. The advantages of this method are seen from teachers and students through interviews that have been conducted. This finding is supported by previous research which describes some of the advantages of using the power of two method, according to Sudjianto (2012), among others: a) It can activate students because the learning process is student-centered. b) Increase students' responsibility in carrying out their tasks. c) Can provide stimulation to students to think in terms of

what is learned. d) Develop students' ability to express their own ideas or ideas and other people's ideas. e) Can help students to learn cooperate with others and be willing to accept their short comings. The advantages that researchers found in the teacher interview (See (P2Tch)), include: 1) Students are not dependent on the teacher. 2) Students can develop the ability to express ideas. 3) Students can work together with others. 4) Helps students to be more responsible. 5) Can increase motivation and stimulation to think. Some of the statements above are the advantages of using the power of two method by teachers.

The advantages of using the power of two method are also felt by students, listed in the interview in chapter IV (P2Std1), (P2Std2), (P2Std3), (P2Std4), (P2Std5), (P2Std6). The results of the interview obtained several advantages of using the power of two method for learning to read expository text, among others: 1) Make it easier for students to discuss. 2) Students become faster at doing assignments or understanding long texts. 3) Students do not depend on the teacher when learning takes place. 4) Students are able to exchange ideas with other groups.

From the statements above, the advantages of using the power of two method for expository text learning by teachers and students have some similarities with previous researchers. From the interview results, it can be concluded that this method is able to provide convenience for students and teachers in learning English.

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?

The disadvantages of using the power of two method were obtained from interviews with teachers and students of SMAN 1 Jiwan. This finding is supported by previous research which describes some of the disadvantages of using the power of two method, according to Sudjianto (2012), among others: a) Takes a long time if

there are different thoughts or views when pairing up. b) With the division of groups in pairs can make students who are less responsible for their duties will rely on their partners. The results of the interviews showed that there were some shortcomings in the use of this method by the teacher (See (P2Tch)), among others: 1) There were differences of opinion between students which caused students to not focus on their discussion. 2) It takes a long time to use this method. 3) Students who are less responsible only depend on their partner.

The disadvantages of using the power of two method are also felt by students, listed in the interview in chapter IV (P2Std1), (P2Std2), (P2Std3), (P2Std4), (P2Std5), (P2Std6). The results of the interview obtained several disadvantages of using the power of two method for learning to read expository text, among others: 1) If students get a partner who is less intelligent, it will burden one of the students. 2) Students will find it more difficult to focus on the topic of discussion. 3) It takes up a lot of time. 4) There are differences of opinion between students.

From the statements above, the weaknesses of using the power of two method for expository text learning by teachers and students have several similarities, but from the results of the study there are only two similarities in the weaknesses of using the power of two method with previous researchers. From the results of the interview, it can be concluded that this method has weaknesses for students and teachers in learning to read expository texts in class X/A SMAN 1 Jiwan.