

**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**

Thesis
Presented for partial fulfillment of the Assignment
And Requirement of Sarjana
In English Language Education



By:

SURYA AZMI HIDAYAT

“ANTASARI” STATE INSTITUTE FOR ISLAMIC STUDIES

2012 M/ 1433 H

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Certify that the work in this thesis is, to the best of my knowledge and belief, original, except as acknowledged in the text, and has not been submitted, either entirely or in part, for a degree at this university or any other university. If someday, it is proven as duplication, imitation, plagiarism or made by others partly or entirely, I understand that my thesis and academic title will be cancelled due to the law.

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APPROVAL

Paper Entitled : “THE POWER OF TWO” STRATEGY IN
TEACHING AND LEARNING ENGLISH AT THE
SECOND GRADE STUDENTS OF MTsN PADANG
BATUNG SUNGAI PARING KANDANGAN
ACADEMIC YEAR 2011-2012

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ABSTRACT

Surya Azmi Hidayat. 2012. *"The Power of Two" Strategy in Teaching and Learning English at The Second Grade Students of MTsN Padang Batung Sungai Paring Kandangan Academic Year 2011-2012*. Thesis, English Department, Tarbiyah Faculty. Advisors: (I) Dr.H.Husnul Yaqin, M.Ed, (II) Nani Hizriani, MA.

This research is conducted at the second grade of MTsN Padang Batung Sungai Paring Kandangan Academic Year 2011-2012. The main problem are: 1) How is strategy the power of two used in teaching and learning? 2) How is the student's response toward this strategy? 3) How is the impact of this strategy to the student's activity in the class?.

From the considering above, the purpose of this research are describing the teacher's activity in using "The Power of Two" strategy in teaching writing at the second grade Students of MTsN Padang Batung Sungai Paring Kandangan and knowing the students' response and impact toward this strategy.

The subject of the research is English teacher and students of class VIIIA on the second grade of MTsN Padang Batung Sungai Paring Kandangan academic years 2011/2012. The object of the research is the use of "the power of two" strategy in teaching writing by the teacher.

The data is collected by using techniques such as observation, questionnaire, interview, and documentary. The result of this 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 is run well. The students are more motivated to learn in the class, they have more confidence, and they are more active in class activity.

ABSTRAK

Surya Azmi Hidayat. 2012. *"The Power of Two" Strategy in Teaching and Learning English at The Second Grade Students of MTsN Padang Batung Sungai Paring Kandangan Academic Year 2011-2012*. Thesis, English Department, Tarbiyah Faculty. Advisors: (I) Dr.H.Husnul Yaqin, M.Ed, (II) Nani Hizriani, MA.

Penelitian ini dilaksanakan di Kelas VIII MTsN Padang Batung Sungai Paring Kandangan Academic Year 2011-2012. Pokok permasalahannya adalah : 1). Bagaimana guru menggunakan strategy "The Power of Two" pada pengajaran writing? 2). Bagaimanakah respon siswa terhadap strategi mengajar tersebut ? 3) bagaimana pengaruhnya terhadap kebiasaan siswa di kelas?

Dari rumusan masalah diatas, maka penelitian ini bertujuan untuk menggambarkan aktivitas guru dalam menggunakan strategi mengajar "*The Power of Two*" pada writing di Kelas VIII MTsN Padang Batung Sungai Paring Kandangan tahun akademik 2011-2012 serta menggambarkan bagaimana respon dan pengaruhnya terhadap siswa.

Subjek dalam penelitian ini adalah guru Bahasa Inggris dan murid kelas VIIIA MTsN Padang Batung Sungai Paring Kandangan tahun akademik 2011-2012. Objek dari penelitian ini adalah penggunaan strategi "*The Power of Two*" oleh guru dalam mengajar menulis.

Data dikumpulkan menggunakan beberapa teknik yaitu observasi, angket, wawancara, dan dokumentasi. Hasil dari penelitian ini menunjukkan bahwa aktivitas guru dalam strategi mengajar "The Power of Two" di Kelas VIII MTsN Padang Batung Sungai Paring Kandangan berjalan dengan baik. Para siswa sangat termotivasi, lebih percaya diri dan lebih aktif dalam kegiatan di kelas.

MOTTO



“IDLE HANDS IS A DEVIL PLAYGROUND”



**“DON’T PUT OFF TILL TOMORROW
WHAT YOU CAN DO TODAY”**

DEDICATION

THIS THESIS IS DEDICATED TO:

My beloved parents, “(Fauzi Riadi and Wahdah)”

Who always pray and give me the best thing in my life and bring

Happiness all the time and always wish for my success in all

Conditions and guide me from childhood up to this present time.

My beloved brother, and my sisters, who always are my spirit and
my inspiration and support

My lovely teachers and lecturers, who have patiently told me,

Showed me and inspired me to get through my destiny!!!

Someone over there; who always gives me inspiration and

Suggestions to do the best in my life especially to finish my thesis

All of my families, my relatives, my friends especially at PBI A ’ 07
and all that could not be said here. Thanks for everything and I thank
my God upon every remembrance of you all.

I love you all.....

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مَسْبُوحُ اللَّهِ نَحْمَدُكَ يَا مُجِيزًا

دَمَحًا اللَّهُ بِرِئَايَتِكَ يَا مُعِزُّ الْوَسْطَى يَا مُعِزُّ الْوَسْطَى يَا مُعِزُّ الْوَسْطَى

أَشْكُرُكَ يَا مُعِزُّ الْوَسْطَى يَا مُعِزُّ الْوَسْطَى يَا مُعِزُّ الْوَسْطَى

In the name of Allah, the most Merciful and most Gracious, as well as for his endless mercy, favor and guidance for the writer to make this thesis entitled: "THE POWER OF TWO" STRATEGY IN TEACHING AND LEARNING ENGLISH AT THE SECOND GRADE STUDENTS OF MTsN PADANG BATUNG-SUNGAI PARING KANDANGAN ACADEMIC YEAR 2011-2012 has finished. This thesis attended to fulfill assignments and requirements to obtain the degree of Sarjana Pendidikan in English Department at Tarbiyah Faculty of State Institute for Islamic Studies Antasari Banjarmasin.

May peace and blessing are always be poured upon the last messenger of Allah, the great Prophet Muhammad (PBUH) as well as his family, his companions, and his followers until the last day for his save human's life from destruction and darkness to the way of Allah.

To complete this research the writer has much got support, direction, and motivation from many persons. The writer thinks that they are unforgettable and usefulness. The writer expressed her grade gratitude to those who have given the writer support, advise, guidance, and idea, the writer hereby would like to give appreciation especially to:

1. DR. Hidayat Ma'ruf, M.Pd in his capacity as the Dean of Islamic Education Faculty IAIN Antasari Banjarmasin who have approved the title of this thesis.
2. Dra. Nida Mufidah, M.Pd, as the Head of English Department of Tarbiyah Faculty and her staffs for their information that related to this writing.
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5. All lecturers who have given the writer knowledge and advice.
6. The head of IAIN Library and Tarbiyah Library also all staffs.
7. Also all friends of mine who have directly and indirectly supported me to completing this study.

Finally, the writer hopes that this research paper will be useful for the next researchers. The writer realizes that this paper is still far from perfect. Therefore, more constructive criticisms and suggestions are also highly expected for its

perfection. May Allah the Almighty always bless and reward the whole of us for all good things that we have done. Amin

Banjarmasin, 06 June 2012

Writer,

Surya Azmi Hidayat

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CHAPTER I

INTRODUCTION

A. Rationale

There are many languages used for communication in the world, so it is important to learn other languages in order to make the same understanding when they communicate each other. It is related with the Holy Qur'an¹:

يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْتُمْ مِّنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ

أَكْرَمَكُمْ عِندَ اللَّهِ أَتَقْوَاهُ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

English is considered as the first foreign language that must be taught in Indonesia. It is learn at Elementary School, Junior High School and Senior High School. And English is also fixed as compulsory subject. English has function as a means to developed their knowledge skills and attitudes in the area of science, technology, art and culture. They are expected to participate in the development of our nation.

English is a foreign language which has four language skills that should be developed and mastered by English of foreign language learners. The skills are listening, speaking, reading and writing. All of those skills have their own way to

¹ Abdullah Yusuf Ali, *Al-Qur'an Translated Indonesia-English*, (Solo: Al-Qura'an Qomari, 2008).

master them; Alexander also stated that the students must be trained adequately in all four basic languages².

Teaching and learning activities is guiding students to learn. "Teaching is the guidance of learning activities, the purpose of teaching is to help the students learn," said William Barton³. Teachers have an important role in the implementation of quality teaching.

The successful or the unsuccessful teaching and learning process can be seen from the techniques that are used by the teachers by the selecting the right techniques of teaching and learning process would run well, and it happens at any school. According to Slameto, "Learning efficient can be achieved when using the appropriate learning strategies. Learning strategies needed to achieve satisfactory results"⁴. Then Warsito Bambang also said that effective learning is learning that enable learners to be able and to learn easily, learning goals can be achieved as expected⁵.

The learning process will be more effective if teachers are conditioned so that each student actively involved and there is a dynamic relationship and mutual support between students and one with other students.

² L.G. Alexander, *Practice and Progress an Integrated Course for Intermediate Students*.

³ Moh. Uzer Usman, *Mejadi Guru Professional*, (Bandung: PT Remaja Rosdakarya Offset, 2006), p. 21.

⁴ Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2003), p.76.

⁵ Bammang Warsito, *Tekhnologi, pembelajaran landasan dan aplikasinya*, (Jakarta: Rineka Cipta, 2008), p. 288.

According to Muqowin (2007), there are some learning strategies that students can use to make students active in the collective, for example: team learning strategies listener, a strategy guided notes (guided note-taking), guided learning strategies, active debate (active debate), the strategy points -counterpoint, the strategy of both the power (the power of two), and questions the group (team quiz). From the several types of strategy groups, the writer focus on strategy both power (the power of two).

The power of two is include to the cooperative learning strategy, and this is in a small groups to foster cooperation to the maximum through learning by his friends with members of two people in it to achieve basic competence. This activity is used to promote cooperative learning and to reinforce the importance and benefits of synergy, that is, that two heads are better than one. Strategy of the power of two is designed to maximize the learning collaborative (joint) and minimize the gap between students with the other students. So, this strategy has principle that thinking of two students is better than a lone⁶.

Based on the result of the first observation and interviews, the research knows that most of students at the second grade of MTsN Padang Batung-Sungai Paring Kandangan academic year 2011-2012 are passive. The teacher has done many strategies to make his students to be active. One of these strategies is the power of two. And the researcher interest to know how if this strategy applied to the passive students.

⁶ Syaiful bahri djamarah, *Guru & Anak Didik dalam Interaksi Edukatif*, (Jakarta: Rineka Cipta, 2010), p. 395.

Based on my assumption above, the writer intends to conduct and investigate a research entitled **“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”**.

In order to avoid misinterpretation about the title above, it will be nice to explain some terms in the title, as follows:

1. The power of two is combining the power of two. It means that a teaching strategy by combining power of two students in forming a study group. This strategy designed to maximize the learning collaborative (joint) and minimize the gap between students who are one with the other students. So this strategy has principle that thinking of two students is better than alone.
2. Strategy is a plan of action resulting from strategy or intended to accomplish a specific goal⁷.
3. Teaching and learning is the transmission process of knowledge from the teacher to the student.
4. The Second Grade Students of Junior High School at MTsN Padang Batung- Sei Paring Kandangan in Academic Year 2011-2012 means the students who are sitting in the class two on Islamic Junior High

⁷ <http://www.thefreedictionary.com/strategy>. Retrieved November 29, 2011.

School at MTsN Padang Batung- Sei Paring Kandangan in Academic Year 2011-2012.

B. Problem Statement.

Based on the background above, the writer will investigate and focus the questions on

1. *How is strategy the power of two used in teaching and learning English?*
2. *How is the student's response toward this strategy?*
3. *How is the impact of this strategy to the student's activity in the class?*

C. Reason of Choosing the Title.

The writer has several reasons of choosing the title of the research, those are:

1. The tendency of passive students in learning English, especially in writing.
2. The strategies that used by teacher in teaching writing influences students' active and ability to understand English lesson.
3. The strategy power of two is included as part of active learning which is one of the best way to improve student learning activity.

D. The Purpose of Research.

Based on problems above, the purpose of this research is to know the power of two strategy applied in teaching and learning English at second grade of MTsN Padang Batung Sungai Paring Kandangan, and to known the students' response and impact toward this strategy.

E. The Significance of Research.

The result of this research is expected to contribute to the field as follows:

1. Be information for the teacher's especially English teachers that use strategy the power of two.
2. Adding writer's knowledge in education.
3. Providing information and considerations for the future researchers.
4. Enriching literary source of the IAIN Antasari library.

F. Organization of the Contents.

To facilitate the study, the writer divides the organization of the contents into five chapters as follows:

The first chapter contains of introduction that includes rationale, problem statement, reason of choosing the title, purpose of research, significance of research, and organization of the contents.

The second chapter contains of theoretical review that includes the definition of strategy and the power of two strategy, teaching and learning

English, teaching and learning English at Junior High School, teaching strategies, active learning, the Power of Two Strategy.

The third chapter contains of method of research that includes subject and object of the research, data and source of data, technique of data collecting, techniques of data processing and analyzing, and research procedure.

The forth chapter contains of report of research result includes description of research location, data presentation and data analysis.

The fifth chapter contains closure that includes conclusion and suggestion that is made based on finding.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Definition of Strategy and The Power of Two

1. Definition of Strategy

According to Oxford advanced learner's Dictionary, strategy is a plan that is intended to achieve a particular purpose, the process of planning something or putting a plan into operation in a skilful way, and the skill of planning the movements of armies in a battle or war; an example of doing this¹.

The term *strategy* originally used in the military and it is means as the art of tactics in war, especially related with the movement of army navigation in which position they feel the most advantage to get victorious. Today, the term *strategy* borrowed by many other sciences and it also educational science².

Generally, *strategy* is a guidance to achieve the determined goals. If this term related to the teaching and learning, the strategy can means as describing the teacher and students activity in teaching and learning to achieve determined goal. In education, strategy means a plan, method or series activities designed to achieve a particular educational goal.

¹ <http://oald8.oxfordlearnersdictionaries.com/dictionary/strategy>. Retrieved March 31 2012.

² Abu Ahmadi, Joko Tri Prasetya, SBN (Strategi Belajar Mengajar), (Bandung : CV Pustaka Setia, 2005), p. 11.

Learning strategy is learning activity that the teacher and students must be done in order to achieve learning objectives effectively and efficiently. Similar with the above opinion, Dirk and Carrey also said that learning strategy is a set learning material and procedures that are used together to increase result of students' learning.

There are two things we must understand from the definition above, the first that the learning strategy is a plan of action including the use of methods and power in learning. Second that strategy designed to achieve the determined or specific goals. So, we can understand that the learning strategy is a plan of activities and methods that designed to achieve the determined goals.

2. 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*³. 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*⁴. 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.

³ <http://www.artikata.com/arti-142264-power.html>. Retrieved March 31 2012.

⁴ <http://www.artikata.com/arti-192084-two.html>. Retrieved March 31 2012.

The goal's of this activity is to get synergy that two people is certainly better than one⁵.

B. Teaching and Learning English

Teaching is about the “transmission” of knowledge from the teacher to the student, or it is about creating condition in which, somehow, students learn for themselves. Teaching is focused to do something for students. Teaching is formal action to bring about a greater opportunity for the students becoming educated. Therefore, teaching means that the teacher gives or transfers knowledge for the students.

Teaching is an activity that tries to help someone to acquire, change, or develop skills, attitudes, ideals, appreciation, and knowledge. The teacher attempts to bring about desirable behavioral changes or tendencies toward changes in his students. It is apparent that there must be decisions made as to what learning is desirable, and how best to perform such teaching and learning.

A purpose of teaching is to help the students to learn. Each student learns, however, from his own efforts and experiences. A teacher may inspire students to want to learn and may guide them in experiences from which he may learn some fact, attitude or skill.

⁵ Ramayulis, Metodologi Pendidikan Islam, (Jakarta: Nusa media, 2006), Cet 4, p. 110.

There are three aspects of teaching:

1. Leadership: teachers have role that similar to those of leaders who work in other types of organizations. They are expected to plan, to motivate the students, to coordinate work individuals and group of the students.
2. Instructional: there are three important things that should be prepared before begin the lesson: models of teaching, the teaching strategies and procedure, and the last is the wisdom of practice contained in the repertoire of experienced teachers.
3. Organizational: teachers not only plan and deliver instruction to their students; they also serve as organizational members and leaders in a complex work environment.

Therefore, the teacher has more than one duty in the classroom. He has to prepare the learning objective, the material, and also the media. Then, deliver the material and using the teaching strategies to make the students understand to the material. In other words, he has to be a leader to manage and give the students motivation when teaching and learning in the classroom.

C. Teaching and Learning English at Junior High School

Based on the National Education Department has made the new English curriculum, which is known as KTSP (Kurikulum Tingkat Satuan Pendidikan) or institutional curriculum. KTSP is new English curriculum that emphasizes on the Discourse competence through literary approach. It indicates that this new English curriculum places the students' text creation both in oral and written. It means that the students are expected to be able to use English in four basic skills, they are: listening, speaking, reading, and writing

All of those skills should be integrated in the development of the language. In order hand, it can be said that the objective of English teaching in Indonesia, especially in junior high school is that the students will be able to use English for communication. And communication involves the use of the four language skills. Integration of the four language skills will get the students to perceive the relationship among several skills, and provide the researchers with a great deal of flexibility in creating interesting, and motivating the lesson

1. Listening

Listening comprehension is a key initial step in communication. The better a student can understand what is being said, the better will be their ability to communicate. In addition, they will be better able to notice the characteristics of

the target language which will help improve their language development in all four key skill areas.

Students may feel a great deal of pride when they are able to comprehend something in the target language. This can be a great motivating factor in continuing to learn the language, and teachers should do whatever possible to promote this sense of accomplishment. Consequently, teachers need to construct learning activities which will enhance learners' oral comprehension (listening skills) and motivate them, as well.

There are five elements to listening process:

a. Receive

Using all senses, attending to verbal and nonverbal messages. Address barriers to hearing, both physical and psychological.

b. Comprehend:

This stage involves decoding messages. The focus is on understanding rather than evaluating. The Students may need to ask questions for the purpose of clarifying meaning.

c. Interpret:

This stage involves constructing meaning from and drawing inferences from messages.

d. Evaluate:

Making informed judgments about the message. This will entail analyzing the logic of what is being said, assessing discrepancies, and considering the context. The purpose of question at this stage is likely to challenge thinking or messages.

e. Respond:

Appropriately react to the speaker. How students respond will depend on what they want to achieve, to demonstrate they have understood the message.

2. Speaking

Speaking is found on the tree as one of the branches; it is labeled oral production and is one of the skills students are to learn in their language development. The ability to converse is highly valued by students, but teachers often find it a skill that is hard to develop. Students often feel a great deal of anxiety around speaking. In this section we will discuss the importance of developing excellent oral skills and how teachers can go about promoting this development.

Speaking skill should be taught and practiced in the language classroom. Because the language course truly enables the students to communicate in English, so speaking skill needs the special treatment. In the reality, in our daily life most of us speak more than we write; yet many English teachers still spend the majority

of class time on reading and writing practice almost ignoring speaking and listening skills. There should be a good balance to practice in classroom.

Speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech. Therefore the writer infers that speaking uses the word and produces the sound to express ourselves either ideas, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication is often dependent as much on the listener as on the speaker.

There are three components to make fluent in producing speech, namely vocabulary, pronunciation, and grammar.

Principles of teaching speaking are as follows (Harmer, 2001: 102)

- a. Help students overcome their initial reluctance to speak. Be courageous; provide opportunity; start from something simple
- b. Ask students to talk about what they want to talk about.
- c. Ask students to talk about what they are able to talk about.
- d. Provide appropriate feedback.
- e. Combine speaking with listening and reading.
- f. Incorporate the teaching of speech acts in teaching speaking⁶.

⁶ Jeremy Harmer. 2001. The practice of English Language Teaching England Pearson education limited. P. 201

And then there are basic of understanding speaking skills:

- a. Pronunciation: This refers to the way each word is uttered correctly and clearly.
- b. Stressing and Intonation: This refers to how certain words and phrases are given emphasis, as well as the correct rise and fall of pitch.
- c. Correctness: This refers to grammar, syntax, and construction. These aspects need to be correctly used; errors and mistakes can give a negative impression on the listeners and create confusion.
- d. Vocabulary: This refers to the choice of words; the speaker must have a wide vocabulary to effectively verbalize thoughts and idea.
- e. Voice Quality: Aside from the speaker's physical appearance, the quality of his voice also affects the impression of the listener on him. The voice must be clear, crisp, and full because it is the medium by which the message is relayed to the listener.
- f. Fluency: This refers to the ability to use the required language in a manner that is smooth and spontaneous.
- g. Appropriateness: The speaker must be able to gauge the audience properly, in terms of what type of audience they are and match the message to this classification.

3. Reading

There are four skills in English that learned by the students in school such reading, speaking, writing, and listening. Among these four skills, reading is the most important skill that has to be learned by students in order to get new knowledge from many sources of information. It is one of the skills that have been given in the learning process.

Reading is one of the major skills involved in learning a language. In learning reading, we are not only spelling a word by word or words in sentences by not knowing the meaning. Reading is not only an activity that transferring a written text to understand its content but reading is an activity to know the meaning of words in a text and understanding the content. If we are able to do those activities in our reading activity, we can know the messages that want to be conveyed by the writer of the text.

Reading is an interactive process that takes place between the text and the reader is processing strategies and background knowledge. There are three major goals every person should know in developing reading skill: independence, comprehension, and fluency.

There some technique how to improve efficient reading skills, there are:

a. Scanning

We read briefly to search for specific information, weather we read a discourse or in accordance with the data we want. Scanning exercises can be given a tutor to students orally either individuals or groups and done fast.

b. Skimming

Skimming requires more concentration than scanning because it is difficult to scan quickly through a discourse with a group of friends. These difficulties can be overcome by dividing the discourse of each member of the group read with the different paragraph practice can also be given by discourse with a few titles, figures topics such as pictures or diagrams.

c. Making use of all the resources

The book contains a variety of sources of information that can help readers understand and search for data from linear and nonlinear discourse we need. From non-linear discourse we are and we get a reference apparatus such as dictionary, appendixes, notes/footnotes, bibliographical references, list of symbol, list of special terms, glossaries, etc.

d. Improving reading speed.

We start by selecting the discourse of English language that is easy and interesting. Make reading a fun activity. Reading comprehension is not meant to understand the meaning of each word is read. The note is the meaning of the sentences or context in English called 'context'. Main idea of 'subject' and supporting detail sentences supporting detail sentences supporting. In the passage, eye movement and sense groups is essential. A good reader, to move his eyes from left to right quickly and reading is not word for word, but phrase by phrase or group of words or clauses that are meaningful logic logically.

4. Writing

Writing is the noun of “write” means to form (letter, symbol, or characters) on surface with a pen, pencil, and another tools⁷. Writing is not only a unity of letter which has meaning, but also symbols and characters are the form and writing. So, writing is written form weather it is as long as meaningful even though only a group of people can understand it.

Writing is also simply making mark that other people can understand it. Such writing is treated in articles alphabet, handwriting, a pen, pencil and others⁸. Like speaking, writing is a productive skill, and like other skill, writing is involves a hierarchy of *sub-skills*. These range from the most mechanical (such as handwriting or typing legibly) through to the ability to organize the written text and lay it out according to the conventions of the particular text type⁹.

Writing is one of subject or skill in English which also known as productive skill that should make the writer itself to produce his expression in written form of, such as on paper or in computer. The goal of recording the ideas

⁷ Houghton Mifflin, The Grolier International Dictionary, Vol two, (USA: Company, 1986) p. 1478.

⁸ Bobley, Illustrated World Encyclopedia, Vol. 20, Ver. Two (USA: Bobley Publishing Corps, 1065) p. 4972.

⁹ Scott Thornbury, An A-Z of ELT A Dictionary of Term aand Concepts Used in English Language Teaching, (Britanian: Macmillan, 2006) p. 248.

(written form) which character and words express is to communicate with the readers by visible sign.

Writing skill in learning English is one of the vital skills which supposed the students to be able in writing especially in describing people, animals, places, and something else. Although they have been learning English since they are in Elementary school, some others students stills confused or even do not understand how to write.

Writing is not the only activities combine words. Writing is a process repeated, namely process of revising and rewriting. Teaching writing means that we create a science education that helps students see that writing requires steps to find, plan and create a draft text.

So, writing is the process of combining the words that express something to communicate with the readers.

As we know from the explanation above, writing is a combination of process and product¹⁰. The writing process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. And the writing product is the result the entire step writing process.

¹⁰ Caroline T. Linse, Practical English Language Teaching: Young Learner, (New York: McGraw-Hill, 2005), p. 98.

Most teachers in grades as early as kindergarten and of course also junior high school use a writing process. This process involves several steps to guide children from the beginning of writing to creating a finished.

1. Prewriting

Children *brainstorm* to generate ideas for writing. They use charts, story webs, and graphic organizers to help develop a word list for writing, decide the type of writing, and audience, and determine the purpose for writing.

2. Rough Draft

Children put their ideas on paper. At this time, they write without major attention to punctuation, grammar, or neatness. Some teachers may refer to this as a *sloppy copy* or *rough draft*. The purpose of the rough draft is for the student to focus on his/her ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure.

3. Peer Editing

Classmates share their rough drafts and make suggestions to each other for improvement. They help each other understand the story by asking *who*, *what*, *when*, *where*, *why*, and *how* questions. They look for better words to express ideas and discuss among themselves how to make the writing clearer.

4. Revising

The children use the suggestions from classmates to make additions or clarify details. Children try to improve their writing on their own. The teacher steps in at this stage and gives feedback.

5. Editing

Children work with the teacher and/or peers to correct all mistakes in grammar and spelling.

6. Final Draft

Children produce a copy of their writing with all corrections made from the editing stage and then discuss this final draft with the teacher. The teacher offers the last suggestions for improvement at this point.

7. Publishing

The writing process is finally at its end. Children publish their writing by making a copy in their neatest handwriting or using a word processor. This is a time for students to celebrate. They may share their pieces with the class during story time, make a class book or a personal portfolio, or send their work to local newspapers or children's magazines for publication.

There are five categories aspects of writing as follows:

- a. Content: knowledge, substantive, thorough development of thesis and relevant to topic;

- b. Organization: fluent expression, well organized, logical sequencing, and cohesive;
- c. Vocabulary: effective word, idiom choice and usage, word form mastery;
- d. Language use: effective complex construction, understanding agreement, preposition, articles, pronouns, and the like;
- e. Mechanics: spelling, punctuation, and capitalization

According to Kurikulum Tingkat Satuan Pendidikan (KTSP), language is as one of the aspects that are used in local and global competition. That is why; teaching English at Junior High School level is very important and has to be taught early. In KTSP, students should be more active in learning than the teacher. The roles of the teacher are only as the facilitator and guide for the students to reach the goal of the lessons. In addition, to make the learning strategy successful is influenced by student motivation, cognitive style, personality, specific context, and opportunities for learning. It means that the teacher has to think the ways or methods to make the students more active in learning.

D. Teaching Strategies

Teacher has a big role to make their students success in learning. Therefore, more strategies in teaching process are needed. These are some strategies in teaching English that can be used to teach young learner:

1. Cooperative Learning.

Cooperative learning is a teaching strategy involving children's participation in small group learning activities that promote positive interaction. The function of cooperative learning is to help the children in helping each other when they are facing some problems in learning English. In cooperative learning teams, low-achieving students can make contributions to a group and experience success, and all students can increase their understanding of ideas by explaining them to others. Well-constructed cooperative learning tasks involve positive interdependence on others and individual accountability.

2. Communicative Learning

Language learning is understood as learning to communicate through communication. Communicative teaching is often organized in the three-phase framework. Pre-activity, while-activity, and post activity. Pre-activity is organized to arouse interest in the learner towards the main task, motivate performance, to activate in learners their prior knowledge and prepare them for the language that can be necessary to perform the main task. While-activity is organized as oral or written communication and is based on engaging the learners in the communicative tasks. Post-activity is reflection on the ideas and language that was produced during the main activity. This phase also includes additional language drill and interrogation with other skills.

3. Active Learning

Many studies show that learning is improved when students actively involved in learning process. Active learning is environments that allow students to talk and listen, read, write and reflect as they approach course content through problem solving exercises, informal small groups, simulations, case studies, role playing, and other activities. In active learning, the children directly learn by their self and make their own concept base on their experience.

E. Active Learning

Active learning is a process where by student engage in activities, such as writing, reading, discussion or problems solving that promote analysis, synthesis, and evaluation of class content. Cooperative learning, problem based learning, and the use of case methods and simulation are some approaches that promote active learning¹¹.

Active learning requires that students are engaged and active in the learning process. The instructor serves a coach or facilitator, guiding students through activities, but letting the students take control of the learning event itself.

Active learning is a teaching method that involves students in learning process rather than seeing them as passive recipients. Active learning asks that

¹¹ <http://www.crlt.umich.edu/tstrategies/tsal.php>. Retrieved March 31 2012.

students use content knowledge, not just acquire it. Silberman also said that active learning is a teaching method that incorporates a variety of activities to get the brain storm. Students need to hear, see, question, discuss, use and teach the content. The purpose of active learning is to improve students' comprehension, retention and overall learning.

Students and their learning needs are at the center of active learning. There are any number of teaching strategies that can be employed to actively engage students in the learning process, including group discussions, problem solving, case studies, role plays, journal writing, and structured learning groups. The benefits to using such activities are many. They include improved critical thinking skills, increased retention and transfer of new information, increased motivation, and improved interpersonal skills.

There are four basic activities through which all students learn, and specific active learning strategies use one or more of these elements:

1. Talking and Listening

When students talk about a topic, whether answering a teacher's question or explaining a point to another student, they organize and reinforce what they have learned. When they listen, we want to ensure that it's meaningful listening, relating what they hear to what they already know. In a lecture class, students need periodic time away from passive listening in order to absorb what they've heard. And they need reasons to listen, reasons perhaps more

immediate than a good grade at the end of the semester. Did the teacher ask a question before the lecture segment that was thought-provoking enough to cause the students to search for the answer in the words that followed? Were they told beforehand that they would have to explain the points in the lecture to a fellow student?

2. Writing

Like talking and active listening, writing provides a means for students to process new information in their own words. It is particularly effective in large classrooms where breaking students into pairs or groups may be prohibitive. It also appeals to individuals who prefer to learn independently.

3. Reading

Students do a great deal of their learning through reading, but they often receive little instruction in how to read effectively. Active learning exercises such as summary and note checks can help students process what they have read and help them develop the ability to focus on important information

4. Reflecting

In the all too typical lecture class, the lecturer stops talking at the very end of the period. Students gather up their notes and books and run for their next class. One can almost see the knowledge evaporating from their brains. They've had no time to reflect, to connect what they have just learned with what they already know, or to use the knowledge they have gained in any

way. Allowing students to pause for thought, to use their new knowledge to teach each other, or to answer questions on the day's topics is one of the simplest ways to increase retention¹².

One of the best ways to promote active learning is to give learning assignments to be carried out in small teams. Often, participants can learn as much if not more in this mode than when you are teaching in front of the class. The peer support and diversity of viewpoints, knowledge, and skills also help make team learning a valuable part of active training¹³. According to Mel Silberman in his book, there are some active learning strategies that include team learning. They are:

1. Information Search

This method can be likened to an open-book test. Teams search for information (normally covered in a lecture) that answers questions posed to them. This method is especially helpful in livening up dry material.

2. The Study Group

This method gives participants the responsibility to study learning material and to clarify its content as a group without the trainer's presence. The

¹² <http://www1.umn.edu/ohr/teachlearn/tutorials/active/what/index.html>. Retrieved March 31 2012.

¹³ Mel Silberman, 101 Ways to Make Training Active, 2nd Edition (United States of America: Pfeiffe, 2005), p.161.

assignment needs to be specific enough so that the resulting study session will be effective and the group will be able to be self-managing.

3. Card Sort

This is an active team-based strategy that can be used to teach concepts, classification characteristics, or product knowledge or to review information. The physical movement featured can help to energize a tired group.

4. Learning Tournament

This technique combines a study group with team competition. It can be used to promote the learning of a wide variety of facts, concepts, and even skills.

5. Team Investigation

There are many ways to mobilize small groups to gather information, obtain ideas, and solve problems as a team. This is an excellent strategy to build active learning into any training program.

6. The Power of Two

This activity is used to promote cooperative learning and to reinforce the importance and benefits of synergy that is that two heads are indeed better than one.

F. The Power of Two Strategy

The power of two strategy is included as part of active learning which is one of the best ways to improve the students' learning activity, by giving the task that is done in small groups of students. This activity is used to promote cooperative learning and to reinforce the importance and benefits of synergy, that is, that two heads are indeed better than one¹⁴.

The other name of the power of two is work in pairs, or group in pairs. In pairs, the atmosphere tends to more protective and private than in a group. Students often feel less inhibited in a pair, and they can talk about more personal feelings or experiences than they would even in a small group. Pairs seem to be more conducive to cooperation and collaboration, while groups tend to be more conducive to (friendly) disagreement and discussion. A lively discussion often depends on an exchange of different ideas and a certain amount of conflict if everyone agrees with everyone, there may not be much of a discussion.

In a pair, of course, there'll usually be two students, except when an odd number of students are divided into pairs and there will have to be at least one group of three. But there are situations where "pairs of three" are preferable to pairs of two. If a particular class contains students who are reticent or lacking in confidence, a pair of three can often stimulate a better exchange of ideas than two

¹⁴ *Ibid*, p. 171.

students would on their own. Another option is to have two students doing the talking while a third listens and takes notes for feedback later, usually when students are working together; the only feedback they get is from us, picked up from our monitoring.

To control them, it's also important that all the pairs of groups are accessible to us as we go around the class while they're working together. We need to be able to monitor all the pairs. If the rows are very long, the students in the middle may be too far from the aisles for us to get near them. Students in the middle need the teacher's attention, too! The only way around this is to rearrange the class regularly so that those students usually in the middle of a row can sometimes be on the aisles.

1. The Power of Two in Teaching Writing

As we know above, the other name of the power of two is work in pairs, or group in pairs. Pairs group activities can involve not only brainstorming, but writing together and correcting one another's writings as well. The members of a pairs group can actually work together on a piece of writing. Working in pairs or groups, moreover, encourages students to be more involved and enables them to focus on the task. This creates a situation in which students must exchange their ideas. The contribution of many individuals, ideas flow easily and students do not get stuck. They can communicate with one another, both in speech and in writing.

2. Procedure The Power of Two

Procedure *The Power of Two* strategy as follows:

- a. List topic-related questions on a flip chart, transparency, or chalkboard or in participant workbooks.
- b. Ask participants to answer the questions individually
- c. After all participants have completed their answers, ask the participants to form pairs. Members of each pair share their answers with each other.
- d. Ask the pairs to create a new answer to each question, improving on each individual's response.
- e. When all pairs have written new answers, compare the answers of each pair to the others in the group.

Variations

- a. Invite the entire group to select the best answer for each question.
- b. To save time, assign specific questions to each pair rather than having all pairs answer all of the questions¹⁵.

3. The Purpose of The Power of Two

The purpose of using the power of two is to develop students' mentally active in learning. So that students feel really need to learn English. Students take an

¹⁵ *Ibid*, p. 171-172.

active role in answering the questions that given by the teacher. Teachers give a chance to students to discuss the answers with other students. However, in this strategy the students are not allowed to discuss the answer to all students in the class. But students just allowed discussing answers in pairs (two).

4. Advantages of *The Power of Two* strategy

There are some advantages of *The Power of Two* strategy:

- a. It allows students to work and interact independently without necessary guidance of the teacher, thus promoting students independence.
- b. It allows teachers time to work with one or two pairs while the other students continue work.
- c. It dramatically increases the students' ability to express, share their idea and knowledge to other student in pair.
- d. It recognizes the old maxim that 'two heads are better than one', and promoting the cooperation between students.
- e. Helps the classroom to become a more relaxed and friendly place.
- f. It is relatively quick and easy to organize.
- g. It improves students' motivation to learn, active in class and also social personality.

5. Disadvantages of The Power of Two Strategy

There are some disadvantages of *The Power of Two* strategy:

- a. Pairs work is frequently very noisy and some teachers and students dislike this. Teacher particular worry that they will lose control of their class.
- b. Students in pairs can often veer away from the point of an exercise.
- c. It is not always popular with students, many of whom feel they would rather relate to the teacher as individuals than interact with other students who may be just as linguistically weak as they are.
- d. The actual choice of paired partner can be problematic, especially if students frequently find themselves working with someone they are not keen on¹⁶.

¹⁶ Jeremy Harmer, *The Practice English Language Teaching*, Third Edition, (England: Longman, 2001), p. 116-117.

CHAPTER III

METHOD OF RESEARCH

A. Subject and Object of The Research

1. Subject of The Research

Subject of this research is the English teacher and students of second grade at MTsN Padang Batung-Sungai Paring Kandangan in academic year 2011/2012.

2. Object of The Research

Object of the research is the power of two strategy in teaching writing at the second grade students of MTsN Padang Batung-Sungai Paring Kandangan academic year 2011-2012 class VIIIA.

B. Data and Sources of Data

1. Data

The data of this research are divided into two kinds, as follows:

a. Primary Data

The data about the the power of two strategy in teaching writing at the second grade students of MTsN Padang Batung-Sungai Paring Kandangan academic year 2011-2012.

b. Secondary Data

The writer also collect the secondary data to complete the primary on which are mentioned as follows:

- 1) Briefs history and the building's data of MTsN Padang Batung-Sungai Paring Kandangan.
- 2) Description about teachers, English teachers, and administration staffs of MTsN Padang Batung-Sungai Paring Kandangan.
- 3) Description about students of MTsN Padang Batung-Sungai Paring Kandangan.

2. Sources of Data

Sources of data in this research are:

- a. Respondents : The students of Class VIIIA at MTsN Padang Batung-Sungai Paring Kandangan academic year 2011-2012.
- b. Informant : Headmaster, teachers and administrative staffs of MTsN Padang Batung-Sungai Paring Kandangan.
- c. Document : All written resources which relate to the primary and secondary data.

C. Techniques of Data Collecting

To collect the data, the writer uses some techniques, they are:

1. Observation

This is technique that the writer comes to MTsN Padang Batung-Sungai Paring Kandangan and observes the object and other related directly. This strategy used to know how the power of two strategy applied, and how the impact to students' activity.

2. The interview

In this way, the writer hold a number of reviews with some related persons, like the teacher especially English teacher, second grade students, headmaster and administrative staffs.

3. Questionnaire

The technique is used to get data about the students' response toward the power of two strategy.

4. Documentary

The technique is used to get data about total number of students, teachers, administrative staffs, facilities and so on.

To know more closely about those data, source of data and techniques of data collecting, the following matrix will be helpful:

Table 3.1. Data, Source of Data and Techniques of Data Collecting

No	Data	Source of Data	Techniques of Data Collecting
1.	<p><i>Primary data:</i></p> <p>The data about the power of two strategy in teaching writing at the second grade students of MTsN Padang Batung-Sei Paring Kandangan academic years 2011-2012, which consist of:</p> <ol style="list-style-type: none"> 1. How the strategy in teaching writing is applied. 2. The students' response toward the power of two strategy in English Subject when the teacher teaches them. 	<p>Teacher</p> <p>Students</p>	<p>Observation</p> <p>Questioner</p>

2.	3. The impact of this strategy to the student's activity in the class.	Students	Observation
	<i>Secondary data:</i>		
	1. Briefs history and the building's data of MTsN Padang Batung-Sungai Paring Kandangan.	The director, head master, and documents	Interview and Documentary
	2. Description about teachers, English teachers, and administration staffs of MTsN Padang Batung-Sungai Paring Kandangan.	Administration staff and documents	Interview and Documentary
	3. Description about students of MTsN Padang Batung-Sungai Paring Kandangan.	Administration staff and documents	Interview and Documentary

D. Technique in Analyzing the Data

After the data has been collected, the writer analyzes it by using descriptive qua analysis. In this step, the writer will connect all of the data in written form, so that it will show how the power of two strategy is used in teaching English writing. The conclusions are taken the through inductive method.

E. Research Procedure

There are some steps that are passed through in completing this research as follow:

1. Preliminary step
 - a. To hold a prior observation in this research object.
 - b. To discuss the result observation with the writer's counselor.
 - c. To make a research design proposal to be submitted to the Tarbiyah Paper Bureau to approve it.
2. Preparatory step
 - a. To hold a seminar on the research design proposal.
 - b. To ask a Dean of Tarbiyah Faculty for a written mandate to conduct the research.
 - c. To make the data instrument.

3. Research step

- a. To study and analyze the effectiveness of using strategy the power of two in teaching English writing.
- b. To collect data.
- c. To process the data in procedural way, and then analyze them properly.

4. Organization step

Being the obtained data is complete. The writer soon organizes them in the form of this study based on continual guide and consultation with writer's counselor. After that, this study is approved and ready to examine in the open forum.

CHAPTER IV

FINDING AND ANALYSIS

A. Finding

The data of this research are the data collected from Observation, Questionnaire, and Interview of English teacher at class VIII. I focus observe at class VIII A.

1. Observation

On the observation, the researcher wrote everything about the actions done, atmosphere, and activities in the classroom that may have a link with the data wanted to collect, both from the classroom teachers and the students. However, the researcher still focused on several observation targets such as below:

- a. How the power of two strategy applied in the class?

1). First Observation, on May 7st , 2012

The subject is narrative text with the title Pak Belalang (Folklore from West Sumatra)

The Procedure:

- The teacher introduces the material that they will learn.

The teacher says that the material is about Pak Belalang. She asks students to open their book.

- The teacher explains about the material.

Teacher asks them which vocabulary that they don't know. Then they look for together the meaning that vocabulary. She explains about Pak Belalang, and also about structure of narrative text. Which are the orientation, complication, resolution and reorientation of this story?

- The teacher asks them questions from pak Belalang Story. And asks them to answer individually.

The question is what are Pak Belalang's characters from that story?

- Then teacher asks them to make a group in pairs. And their partner in pairs it according to the teacher's instruction.
- After that teacher asks them to discuss with their pairs and must make a new answer.

In this time, teacher runs around the class to control them, and sometime helps them if there is student still confuse.

- After they finish their work. Teacher asks each group in pairs to write their answer on the black board.

It take a long time until all of group finish to write their answer on the white board.

- After finish all, they compare their answer.

Teacher explains which answer is true and false according to Pak Belalang story.

- And the closure, teacher asks them to write a paragraph about the summary of that story with their own word and collect it.

2) **Second Observation, on May 14st, 2012**

The subject is about narrative text, and the title is Deng Gedunai

The Procedure:

- The teacher introduces the material that they will learn.
The teacher asks students to open their book, and says that today we will learn about Deng Gedunai
- The teacher explains the material
Teacher asks about a new vocabulary that students don't understand the meaning. And look for together the meaning.
- Then teacher asks them where is the title, orientation, complication, and resolution of that story. And asks them to answer individually.
- Then teacher asks them to make a group in pairs. Their partner in pairs is according to the teacher's instruction. And their partner different with last group.
- After that teacher asks them to discuss and share with their pairs and must make a new answer.
- After they finish their work. Teacher asks a group in pairs to write their answer on the black board.

- Then, another group compares and checks between their answer and on the white board. If they think their answer on the white board is false, they can change it with their own group answer.
- After that teacher explains the best and true answer.
- The closure, the teacher asks students to tell a story based on the series of picture and keywords in written text based on their own word.

3) **Third Observation, , on May 21st , 2012**

The subject is about narrative text with the title Putri Kemuning.

The Procedure:

- The teacher introduces the material that they will learn.
The teacher asks students to open their book, and says that today we will learn about Putri Kemuning.
- The teacher explains the material.
Commonly, teacher asks about a new vocabulary that students don't understand the meaning. And then, look for together the meaning. After that teacher and students translate together that story. Teacher also explains about past perfect tense, tenses that founded in that story.
- Then teacher asks them questions from that Story. And asks them to answer individually.

They make sentences using the past perfect tense, and they can take that from Putri Kemuning Story.

- Then teacher asks them to make a group in pairs. Their partner in pairs is according to the teacher's instruction. And their partner different with last group.
- After that teacher asks them to discuss and share with their pairs and must make a new answer.
- After they finish their work. Teacher asks each group in pairs to write their answer on the black board.
- After finish all, they compare their answer.

Teacher and students check together which sentences are true and false. If false, teacher will explain where the false is.

- And the closure, teacher asks them to write continue the Putri Kemuning Paragraphs into a good story according their own imagination.

What would Putri Kemuning happen then?

- b. How the impact of this strategy to the students activity in the class?

In the first observation the impact of teacher to the students' activity in the class, the students are more motivated to study, and sometime the are some male student are noisy but it still can controlled, then all of group's in

pair's member brave to answer in front of the class, although not all of their answer are true. They enjoy discuss with their pairs.

In the second observation, the students are more motivated and interest to study about the material. They enjoy discuss with their pairs. And then students' self confidence improve, it means students more active.

In the third or last observation, the students are more motivated and active in class activity. They very enjoy and interested to pay attention to what their teacher explains and instructs.

3. Questionnaire

The questionnaire technique of collecting data was applied by the researcher as a support to the observation data and it was conducted on the students. On questionnaire, the researcher focus to points that related to the students' responds toward teacher's strategy that applied in the class. There are fourteen points to be investigated such as bellow:

1. If the students like English language.
2. If the students pay attention to their teacher's explanation in the class.
3. Whether the students will ask questions if they do not understand their teacher's explanation.
4. If the students like their teacher's way of teaching.

5. Whether the students can understand well if their teacher gives explanation and instruction in English.
6. If the students like to work in pairs.
7. If the students actively participate in every classroom activity in group in pairs.
8. Whether the students like if their teacher gives a chance to answer the questions individually.
9. If the students like to work the questions and exercises with group in pairs.
10. If the students like to discuss with their partner in pairs about tasks and exercises.
11. If the students like to answer tasks and exercises in front of class.
12. If the students ever volunteer themselves to participate in class classroom activity, like share their opinion and answer the question in front of the class.
13. Whether the students will ask questions if they do not understand in group in pairs activity.
14. When the student work group in pairs, if they motivated to study more their English subject.
15. If the students motivated to be more active when they work in pairs in class activity.

In the first question, if students like English language, three students answer very like English language. Twenty students answer they fairly like English language, and then two students answer they less like English language. It means that 80% of students answer fairly like English language.

In the second question, if students pay attention to their teacher's explanation in the class. Nine students answer they always pay attention to their teacher's explanation in the class. And sixteen students answer they fairly pay attention to their teacher's explanation in the class. It means that 64% of students' answer they fairly pay attention to their teacher's explanation in the class.

In the third question, whether the students will ask questions if they do not understand their teacher's explanation. Three students answer always ask questions, seventeen students answer they sometime will ask questions, and five students answer they seldom ask questions. It means that 68% of students' answer they sometime will ask questions if they do not understand their teacher's explanation.

In the fourth questions, do the students like their teacher's way of teaching. Sixteen students' answer they very like to their teacher's way of teaching. And nine students answer they fairly like to their teacher's way of teaching. It means 64% of students' answer they very like to their teacher's way of teaching.

In the fifth question, weather the students can understand well if their teacher gives explanation and instruction in English. Six students answer they very understand, seventeen students answer they fairly understand, and two students answer they less understand. It means that 68% of students' answer they fairly understand well if their teacher gives explanation and instruction in English class.

In the sixth question, do the students like to work in pairs?. Twenty-three students' answer they very like to work in pairs. One of students answer fairly like to work in pairs, and one of students answer dislike to work in pairs. It means that 92% of students' answer they very like to work in pairs.

In the seventh question, if the students actively participate in every classroom activity in group in pairs. Sixteen students answer they very actively participate, five students answer they fairly or enough actively participate and four students answer they less actively participate. It means that 64% of students answer they very actively participate in every classroom activity in group in pairs.

In the eight question, weather the students like if their teacher gives a chance to answer the questions individually. Twelve students answer they very like, twelve students answer they fairly like, and one of students answer dislike. It means that 48% of students answer they very and fairly like if their teacher gives a chance to answer the questions individually.

In the ninth question, if the students like to work the questions and exercises with group in pairs. Twenty-two students answer they like to work the questions and exercises with group in pairs. Two students answer they fairly like to work the questions and exercises with group in pairs. And one of students answers dislike to work the questions and exercises with group in pairs. It means that 88% of students answer they like to work the questions and exercises with group in pairs.

In the tenth question, if the students like to discuss with their partner in pairs about tasks and exercises. Twenty-two students answer they like to discuss with their partner in pairs about tasks and exercises. And three students answer they fairly like to discuss with their partner in pairs about tasks and exercises. It means that 88% of students answer they like to discuss with their partner in pairs about tasks and exercises.

In the eleventh question, if the students like to answer tasks and exercises in front of class. Three students answer they very like to answer tasks and exercises in front of class. Twelve students answer they fairly like to answer tasks and exercises in front of class. Seven students answer they less like to answer tasks and exercises in front of class. And three students answer they dislike to answer tasks and exercises in front of class. It means that 48% of students' answers they very like to answer tasks and exercises in front of class.

In the twelfth question, if the students ever volunteer themselves to participate in class classroom activity, like share their opinion and answer the question in front of the class. One of students answer always ever volunteers his self to participate in class classroom activity. Twenty-one students answer they sometime ever volunteer themselves to participate in class classroom activity. Three of students answer they seldom ever volunteer themselves to participate in class classroom activity. It means that 84% of students answer they sometime ever volunteer themselves to participate in class classroom activity.

In the thirteenth question, whether the students will ask questions if they do not understand or confuse in group in pairs activity. Eleven students answer they always ask questions, four students answer seldom, and ten students answer they sometime ask question. It means that 44% of students answer they always ask questions if they do not understand in group in pairs activity. And 40% of students answer they sometime ask questions if they do not understand in group in pairs activity.

In fourteenth question, when the student work group in pairs, if they motivated to study more their English subject. Twenty students answer they very motivated to study more their English subject. Three students answer they fairly motivated to study more their English subject. And two students answer they less motivated to study more their English subject. It means that

80% of students answer they very motivated to study more their English subject.

In fifteenth question, if the students motivated to be more active when they work in pairs in class activity. Twenty-two students answer they very motivated to motivated to be more active when they work in pairs in class activity. One of students answer fairly motivated to be more active when he works in pairs in class activity. And two students answer they less motivated to be more active when they work in pairs in class activity. It means that 88% of students answer they very motivated to be more active when they work in pairs in class activity.

B. Analysis.

1. How the power of two strategy applied in the class.

Based on all observations, the researcher the power of two applied such as bellow:

- a. The Procedure of the power of two:
 - 1) The teacher introduces the material that they will learn.
 - 2) The teacher explains about writing material.
 - 3) The teacher asks students questions from the material and asks them to answer individually.
 - 4) Then teacher asks them to make a group in pairs. And their partner in pairs it according to the teacher's instruction.

- 5) After that teacher asks them to discuss with their pairs and must make a new answer.
- 6) After they finish their work. Teacher asks each group in pairs to write their answer on the black board.
- 7) After finish all, they compare their answer.
- 8) And the closure, teacher gives them the exercises.

b. The material

Almost the material is narrative text, and the story is about folklore and legend in LKS. The teacher focuses on students' ability in writing. Means of writing here is the students brave to write their answer on the black board, and then check together with their teacher. So they know where wrong is.

The choosing an interesting material is also very important to make students interested and motivated. If students are introduced to topics that interest them, they're more likely to be motivated. But of course not everybody is equally interested in the same topics. Topics like Vacations, Food, Entertainment, and Relationships tend to interest most students, but topics like Art, Literature, Sports, and Cars may not interest some students. We can't interest all students all the time, but with each topic we need to engage as many as possible.

But interest and enthusiasm aren't generated by a topic itself, they regenerated by the students themselves as they discover more about

the topic and their knowledge of and views on the topic. The stories and Personal experiences of a topic are always more interesting than general knowledge about it.

c. The purpose

Teacher wants to increase student interest and motivation. In many ways, every class is a mixed-ability class. Even students who have studied together all the time will have varied mastery of the language or remember different things. Some will be better at different skills: reading, writing, listening or speaking. They bring their own personalities, strengths, weaknesses, and learning styles to the class. Teacher doesn't want his better students to be held up by the weaker ones, or the weaker ones to feel intimidated by the better ones. He may need to arrange pairs and groups differently for different kinds of activities, sometimes putting weaker and stronger students in different groups, sometimes mixing weaker and stronger students (in the hope the stronger ones will encourage and help the weaker ones), and sometimes giving students different tasks according to their strengths and weaknesses.

2. The students' response toward strategy

Based on questionnaire,

First of all, the students fairly like English language. They fairly pay attention to their teacher explanation. Almost of them like to be silent when their teacher gives the material. Just sometimes they will ask to their teacher if they don't understand.

As teacher says that basic problem to teach them is how the strategy to improve the students' interest in learning English. They have a low interest to learn English. Then it impact to their class activities. They are not motivated to learn, and just passive. They just pay attention and to be silent when teacher teach them. One of strategies that teacher use to improve their interest is by making group in pairs. And the result they very like their teacher's way of teaching.

They very like to work in pairs. They very enjoy with this strategy although sometimes it need to more control of them, they feel more confidence and motivated. They also can share what they have known to their pairs. They very like to work the questions and exercises with group in pairs. They very like to discuss with their partner in pairs about tasks and exercises. They fairly like to answer tasks and exercises in front of class. They fairly ever volunteer themselves to participate in class classroom activity, like share their opinion and answer the question in front of the class.

They always and sometime will ask questions if they do not understand their teacher's explanation. They very motivated to study more their English subject when they work group in pairs.

3. The impact of this strategy to the student's activity in the class.

Based on observation, there are some impacts of group in pairs or the power of two such as bellow:

- Students' Motivation

They are more motivated to learn in the class. Their interest to learn English is improvement because they enjoy and fun with work in pairs. And then with pairs, they think the material can be easy doing than alone.

- Students' Active Learning

They are more active in class activity. They active to discuss with their pair, and then they share about task that given to them. If they don't understand they will ask to their teacher.

- Students' Self Confidence

They have more confidence to answer the question because they answer result of group in pairs. And then they also can learn from their pairs what they don't know or still confuse about task and material.

CHAPTER V

CLOSURE

A. Conclusion

There are three things which the researcher wants to know on this research. How is strategy the power of two used in teaching writing, How is the student's response toward this strategy, and how is the impact of this strategy to the student's in class activity.

1. The Procedure of the power of two:
 - a) The teacher introduces the material that they will learn.
 - b) The teacher explains about writing material.
 - c) The teacher asks students questions from the material and asks them to answer individually.
 - d) Then teacher asks them to make a group in pairs. And their partner in pairs it according to the teacher's instruction.
 - e) After that teacher asks them to discuss with their pairs and must make a new answer.
 - f) After they finish their work. Teacher asks each group in pairs to write their answer on the black board.
 - g) After finish all, they compare their answer.
 - h) And the closure, teacher gives them the exercises

2. The students' response toward this strategy.

Teacher uses the power of two strategy for improving the students' interest and active in English class. The power of two strategy is included as part of active learning which is one of the best ways to improve the students' learning activity, by giving the task that is done in small groups of students. And the result they very like to work in pairs. They feel more confidence and motivated. They also can share what they have known to their pairs. They very like to work the questions and exercises with group in pairs. They very like to discuss with their partner in pairs about tasks and exercises. They fairly like to answer tasks and exercises in front of class. They fairly ever volunteer themselves to participate in class classroom activity, like share their opinion and answer the question in front of the class.

3. The impact of this strategy to the student's in class activity.

The students' impact toward this strategy, they feel more motivated and interested in learning English at this class. They more active class activity and finally they have confidence to answer and doing the task.

B. Suggestions

There are several suggestions which the researcher wants to give such as bellow:

1. Initially, it is for any researcher who is interested in continuing this study about the power of two strategy. They are suggested to study about the effectiveness the power of two strategy.
2. Next, it is for the future English teachers of this kind of students. According to what the researcher has learned, basically we can improve the students' interest in learning English by motivate them and use the materials that they familiar or interest for them in teaching learning, how the way the atmosphere makes them enjoy. Passive students should be encouraged to learn English by engaging them in many activities which involves cooperation as well as active participation
3. Finally, the researcher hopes himself to get any advice from any corrector that can build up his study presentation even better.

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APPENDIX 1

Profil MTsN Padang Batung Sungai Paring

1. Identitas Sekolah

Nama Sekolah	: MTsN Padang Batung Sungai Paring
Nomor Telpon	: 0517- 24017
Nama Kepala Sekolah	: Dra. Hj. Arfiah
NSM	: 121163060001
Status	: Negeri
Didirikan Tahun	: 1968
Akta Pendirian	: SK. No. 142
Alamat	: Jl. Bukhari Desa Sungai Paring Kecamatan Simpur Kabupaten Hulu Sungai Selatan Kode Pos 71261

2. School Facilities

MtsN Padang Batung Sungai Paring has considerably good facilities for supporting the teaching and learning process and achieving its educational goals. To make the clear description of its facilities can be seen in the following table.

The Facilities of MTsN Padang Batung Sungai Paring

No	Facilities	Amount	Condition		
			Good	Damaged	Very damaged
1	Classroom	12	4	3	4
2	Head master's room	1			
3	Teacher's room	1			
4	TU room	1			
5	Computer Laboratory	1			
6	Library	1			
7	Language Laboratory	1			
8	Mushala	2	2		
9	Toilet	3	3		

3. Description of English Teachers, Administration Staffs and Students Population

a. Teachers

At MTsN Padang Batung Sungai Paring has teachers from different educational backgrounds. All of them are university graduated; the description of teachers of MTsN Padang Batung Sungai Paring can be seen in the following table.

The Description of Teacher at MTsN Padang Batung Sungai Paring

No	Name	Degree	Explanation
1	Dra. Hj. Arfiah	IV/a	Head Master
2	M. Syapi'I, S. Pd. I	III/c	SKI
3	Hj. Nurhasanah, S. Pi	III/c	Fisika
4	Dadang Rahmawati, S. Ag	III/c	Matematika
5	Pahderi Irianto, S., Pd	III/c	Penjaskes
6	Hasanudin, S. Ag	III/b	Bahasa Arab
7	Nispia Risnawati, S. Pd	III/b	IPS Terpadu
8	Ani hasanah, S. Pd	III/b	Matematika
9	Siti Salma, S. Pd. I	III/b	Bahasa Inggris
10	Akhmad Muliadi, S. Pd	III/b	BP/BK
11	Rahmadaniah, A. Md	III/b	SEni Budaya/ IPA
12	Mas'udah	III/b	Bahasa Indonesia

13	Warnidah, S. Ag	III/a	Bahasa Indonesia
14	Syarlih Karni, S. Ag	III/a	Seni Budaya
15	Jaya Muliadi, S. Ag	III/a	Fiqih/Mulok
16	Ihsan Marwan, S. Ag	III/a	IPS Terpadu
17	Masniah, S. Pd. I	III/a	PPKN/Mulok
18	Aisyah, S. Ag	III/a	Mulok/Qur'an Hadis
19	Iwan Hariadi, S. Pd. I	III/a	Aqidah Akhlak
20	Erni Yulianti, S. Pd	-	Bahasa Inggris
21	Hippi Yani, S. Pd. I	-	Bahasa Inggris
22	Megawati, S. Pd	-	IPA Terpadu
23	Nurul Hikmah, S. Pd. I	-	Bahasa Arab
24	Rahmiyati, S. Pd	-	IPS Terpadu
25	Nurul Kamilah, S. Pd	-	IPA Terpadu
26	Yandi wahyudi	-	Ket/TIK

Source: Interview and documents of MTsN Padang Batung academic years

2011/2012

Description of English Teachers Who Teach English at MTsN Padang

Batung Sungai Paring Academic Year 2011/2012

No	Name	Class
1	Siti Salma, S. Pd. I	IX
2	Hippi Yani, S. Pd. I	VIII
3	Erni YUlianti, S. Pd	VII

Source: Interview and documents of MTsN Padang Batung academic years

2011/2012

b. Administration Staffs

The administration staffs of MTsN Padang Batung Sungai Paring are 5 persons. For further information can be seen in the following table

Administration Staffs at MTsN Padang Batung Sungai Paring

No	Name	Degree	Position
1	Hj. Nurnajati, SE	III/c	Chief of Administration
2	Wahyu Hariyati, A. Ma	III/b	Bendahara
3	Misbahudin, S. Pd. I	III/a	Administration Staff
4	Nurul Hafizah		Administration Staff
5	Rijaludin		Administration Staff
6	Fahmi S. Pd. I		Administration Staff
7	Agus Salim		Administration Staff

8	Sa'adah		Administration Staff
9	Deny Faisal		Administration Staff

c. Students Population

The students of MTsN Padang Batung Sungai Paring academic year 2011/2012 are 331 persons. For further information can be seen in the following table.

The Description of Students at MTsN Padang Batung Sungai Paring

Academic Year 2011/2012

No	Class	Sex		Amount	Class Amount
		Male	Female		
1	VII	52	58	110	4
2	VIII	55	56	111	4
3	IX	39	71	110	4
Amount				331	8 classes

APPENDIX 2

Nama-Nama Siswa Kelas VIIIA

1. Ahmad Rahimi Ihsan
2. Abdul Hayat
3. Ahmad Rifani
4. Fitriadi
5. M. Aulia Rahman
6. M. Iqbal Muzakkir
7. M. Muhdi akbar
8. M. Rezky abdillah
9. M. Riyadi
10. M. Ilmi
11. Syaifuddin
12. Afrilianti Izzah
13. Aswatul Hidayah
14. Deani Aprialinti
15. Helamah
16. Maulidatus Shalehah
17. Muthiah
18. Nor Azizah
19. Nor Rahmina
20. Nur Laila Indah susanti
21. Puterida
22. Rahimah
23. Rusmalina
24. Sisi Novita
25. Tuti Nivianti
26. Yuliani

APPENDIX 3

OBSERVATION CHECKLIST *A Guideline for Observing Teacher during the Teaching and Learning Activity*

Meeting :

Date :

Instruction: Put a tick (✓) mark on one of the scale columns for each item.

No	Komponen	Instruksi guru	Keterangan	Catatan
1.	Pre activity	1. Menjelaskan materi yang akan dipelajari.		
2.	While activity	1. Menjelaskan materi. 2. Mengajukan pertanyaan tentang materi yang telah dijelaskan tadi. 3. Meminta siswa menjawab secara tertulis secara perorangan. 4. Mengelompokkan siswa secara berdua-berdua/ berpasangan. 5. Meminta mereka saling menjelaskan dan mendiskusikan jawaban yang baru.		
3.	Post activity	1. Menyuruh diantara pasangan kelompok siswa untuk mempersentasikan jawaban mereka 2. Menyuruh siswa membandingkan jawaban hasil diskusi kecil antar kelompok. 3. Memberi penjelasan tentang jawaban yang benar		
4.	Penutup	Menyimpulkan pelajaran		

OBSERVATION CHECKLIST

A Guideline for Observing Students' Response during the Teaching and Learning Activity

Meeting :

Date :

Instruction: Put a tick (✓) mark on one of the scale columns for each item.

No	Component	The Students' Response	Scale					Note
			0	1	2	3	4	
1	Pre activity	1. Menyimak penjelasan guru.						
2	While activity	1. Menyimak penjelasan materi. 2. Siswa menjawab pertanyaan guru secara tertulis secara perorangan. 3. Siswa membentuk kelompok secara berdua-berdua/ berpasangan. 4. Siswa saling menjelaskan dan mendiskusikan jawaban yang baru dengan pasangan kelompok. 5. Siswa membuat jawaban yang baru dengan pasangan kelompok.						
3	Post activity	1. Mempersentasikan jawaban pasangan kelompok mereka. 2. Membandingkan jawaban dengan kawan kelompok lain di kelas. 3. Menyimak penjelasan tentang jawaban yang benar						
4	Penutup	Menyimpulkan pelajaran bersama guru						

Scale:

- | | |
|---|-----------------------------|
| 0 | = No one does |
| 1 | = Only some of students do |
| 2 | = A half of the students do |
| 3 | = Most of the students do |
| 4 | = All of the students do |

APPENDIX 4

OBSERVATION CHECKLIST *A Guideline for Observing Teacher during the Teaching and Learning Activity*

Meeting : FIRST
Date : 7 MAY 2012

Instruction: Put a tick (✓) mark on one of the scale columns for each item.

No	Komponen	Instruksi guru	Keterangan	Catatan
1.	Pre activity	1. Menjelaskan materi yang akan dipelajari.	✓	
2.	While activity	1. Menjelaskan materi. 2. Mengajukan pertanyaan tentang materi yang telah dijelaskan tadi. 3. Meminta siswa menjawab secara tertulis secara perorangan. 4. Mengelompokkan siswa secara berdua-berdua/ berpasangan. 5. Meminta mereka saling menjelaskan dan mendiskusikan jawaban yang baru.	✓ ✓ ✓ ✓ ✓	
3.	Post activity	1. Menyuruh diantara pasangan kelompok siswa untuk mempersentasikan jawaban mereka 2. Menyuruh siswa membandingkan jawaban hasil diskusi kecil antar kelompok. 3. Memberi penjelasan tentang jawaban yang benar	✓ ✓ ✓	
4.	Penutup	Menyimpulkan pelajaran	✓	

OBSERVATION CHECKLIST

A Guideline for Observing Students' Response during the Teaching and Learning Activity

Meeting : FIRST

Date : 7 MAY 2012

Instruction: Put a tick (√) mark on one of the scale columns for each item.

No	Component	The Students' Response	Scale					Note
			0	1	2	3	4	
1	Pre activity	1. Menyimak penjelasan guru.					√	
2	While activity	1. Menyimak penjelasan materi. 2. Siswa menjawab pertanyaan guru secara tertulis secara perorangan. 3. Siswa membentuk kelompok secara berdua-berdua/ berpasangan. 4. Siswa saling menjelaskan dan mendiskusikan jawaban yang baru dengan pasangan kelompok. 5. Siswa membuat jawaban yang baru dengan pasangan kelompok.					√ √ √ √ √	
3	Post activity	1. Mempersentasikan jawaban pasangan kelompok mereka. 2. Membandingkan jawaban dengan kawan kelompok lain di kelas. 3. Menyimak penjelasan tentang jawaban yang benar			√		√ √	
4	Penutup	Menyimpulkan pelajaran bersama guru				√		

Scale:

- | | |
|---|-----------------------------|
| 0 | = No one does |
| 1 | = Only some of students do |
| 2 | = A half of the students do |
| 3 | = Most of the students do |
| 4 | = All of the students do |

APPENDIX 4

OBSERVATION CHECKLIST *A Guideline for Observing Teacher during the Teaching and Learning Activity*

Meeting : SECOND
Date : 14 MAY 2012

Instruction: Put a tick (✓) mark on one of the scale columns for each item.

No	Komponen	Instruksi guru	Keterangan	Catatan
1.	Pre activity	2. Menjelaskan materi yang akan dipelajari.	✓	
2.	While activity	6. Menjelaskan materi. 7. Mengajukan pertanyaan tentang materi yang telah dijelaskan tadi. 8. Meminta siswa menjawab secara tertulis secara perorangan. 9. Mengelompokkan siswa secara berdua-berdua/ berpasangan. 10. Meminta mereka saling menjelaskan dan mendiskusikan jawaban yang baru.	✓ ✓ ✓ ✓ ✓	
3.	Post activity	4. Menyuruh diantara pasangan kelompok siswa untuk mempersentasikan jawaban mereka 5. Menyuruh siswa membandingkan jawaban hasil diskusi kecil antar kelompok. 6. Memberi penjelasan tentang jawaban yang benar	✓ ✓ ✓	
4.	Penutup	Menyimpulkan pelajaran	✓	

OBSERVATION CHECKLIST

A Guideline for Observing Students' Response during the Teaching and Learning Activity

Meeting : SECOND

Date : 14 MAY 2012

Instruction: Put a tick (✓) mark on one of the scale columns for each item.

No	Component	The Students' Response	Scale					Note
			0	1	2	3	4	
1	Pre activity	2. Menyimak penjelasan guru.					✓	
2	While activity	6. Menyimak penjelasan materi. 7. Siswa menjawab pertanyaan guru secara tertulis secara perorangan. 8. Siswa membentuk kelompok secara berdua-berdua/ berpasangan. 9. Siswa saling menjelaskan dan mendiskusikan jawaban yang baru dengan pasangan kelompok. 10. Siswa membuat jawaban yang baru dengan pasangan kelompok.					✓ ✓ ✓ ✓ ✓	
3	Post activity	4. Mempersentasikan jawaban pasangan kelompok mereka. 5. Membandingkan jawaban dengan kawan kelompok lain di kelas. 6. Menyimak penjelasan tentang jawaban yang benar			✓		✓ ✓	
4	Penutup	Menyimpulkan pelajaran bersama guru				✓		

Scale:

- | | |
|---|-----------------------------|
| 5 | = No one does |
| 6 | = Only some of students do |
| 7 | = A half of the students do |
| 8 | = Most of the students do |
| 9 | = All of the students do |

APPENDIX 4

OBSERVATION CHECKLIST *A Guideline for Observing Teacher during the Teaching and Learning Activity*

Meeting : THIRD
Date : 21 MAY 2012

Instruction: Put a tick (√) mark on one of the scale columns for each item.

No	Komponen	Instruksi guru	Keterangan	Catatan
1.	Pre activity	3. Menjelaskan materi yang akan dipelajari.	√	
2.	While activity	11.Menjelaskan materi. 12.Mengajukan pertanyaan tentang materi yang telah dijelaskan tadi. 13.Meminta siswa menjawab secara tertulis secara perorangan. 14.Mengelompokkan siswa secara berdua-berdua/ berpasangan. 15.Meminta mereka saling menjelaskan dan mendiskusikan jawaban yang baru.	√ √ √ √ √	
3.	Post activity	7. Menyuruh diantara pasangan kelompok siswa untuk mempersentasikan jawaban mereka 8. Menyuruh siswa membandingkan jawaban hasil diskusi kecil antar kelompok. 9. Memberi penjelasan tentang jawaban yang benar	√ √ √	
4.	Penutup	Menyimpulkan pelajaran	√	

OBSERVATION CHECKLIST

A Guideline for Observing Students' Response during the Teaching and Learning Activity

Meeting : THIRD

Date : 21 MAY 2012

Instruction: Put a tick (✓) mark on one of the scale columns for each item.

No	Component	The Students' Response	Scale					Note
			0	1	2	3	4	
1	Pre activity	3. Menyimak penjelasan guru.					✓	
2	While activity	11. Menyimak penjelasan materi. 12. Siswa menjawab pertanyaan guru secara tertulis secara perorangan. 13. Siswa membentuk kelompok secara berdua-berdua/ berpasangan. 14. Siswa saling menjelaskan dan mendiskusikan jawaban yang baru dengan pasangan kelompok. 15. Siswa membuat jawaban yang baru dengan pasangan kelompok.					✓ ✓ ✓ ✓ ✓	
3	Post activity	7. Mempersentasikan jawaban pasangan kelompok mereka. 8. Membandingkan jawaban dengan kawan kelompok lain di kelas. 9. Menyimak penjelasan tentang jawaban yang benar			✓		✓ ✓	
4	Penutup	Menyimpulkan pelajaran bersama guru				✓		

Scale:

- | | |
|----|-----------------------------|
| 10 | = No one does |
| 11 | = Only some of students do |
| 12 | = A half of the students do |
| 13 | = Most of the students do |
| 14 | = All of the students do |

APPENDIX 5

PEDOMAN WAWANCARA

A. Kepala sekolah

1. Bagaimana latar belakang berdirinya sekolah ini?
2. Kapan sekolah ini didirikan?
3. Sarana dan prasarana apa saja yang terdapat di sekolah ini?
4. Bagaimana keadaan di sekitar sekolah ini?
5. Usaha apa saja yang dilakukan sekolah untuk meningkatkan mutu dan kualitas pendidikan dan keterampilan siswa?

B. Guru mata pelajaran bahasa inggris

1. Apakah latar belakang pendidikan Ibu?
2. Berapa lama Ibu mengajar bahasa inggris?
3. Apakah disamping mengajar di sekolah ini, Ibu juga mengajar bahasa inggris di sekolah lain?
4. Permasalahan apa saja yang sering Ibu temui selama mengajar disini?
5. Apakah Ibu juga mengalami kesulitan dalam mengembangkan keaktifan siswa dalam belajar bahasa Inggris?
6. Seberapa sering Ibu menggunakan strategi “the power of two”?
7. Apakah Ibu pernah ikut kegiatan pelatihan pendidikan atau sejenisnya yang dapat menambah wawasan dengan pengetahuan tentang penerapan strategi “the power of two”?
8. Prosedur dan cara seperti apa saja yang biasa Ibu pakai dalam mengaplikasikan strategi pembelajaran “the power of two” tersebut di kelas?

Apakah Ibu:

- Menjelaskan materi yang akan diajarkan?
- Mengajukan pertanyaan sehubungan materi yang telah diajarkan?
- Meminta siswa menjawab secara tertulis secara perorangan.
- Mengelompokkan siswa secara berdua-berdua/ berpasangan.
- Meminta mereka saling menjelaskan dan mendiskusikan jawaban yang baru secara berpasangan.
- Menyuruh siswa membandingkan jawaban hasil diskusi kecil antar kelompok.
- Memberi penjelasan tentang jawaban yang benar.

- Menyimpulkan pelajaran.
- 9. Sejauh yang Ibu rasakan, apakah metode mengajar yang ibu ajarkan membantu siswa untuk berpartisipasi aktif selama pelajaran berlangsung?
- 10. Menurut Ibu, faktor apa saja yang mempengaruhi keaktifan siswa selama pelajaran berlangsung khususnya di kelas VIII?

C. Tata Usaha

1. Barapakah jumlah guru, siswa,dean staff tata usaha yang ada disekolah ini?
2. Dari sekian banyak guru, berapa jumlah guru tetap maupun tidak tetap yang aktif mengajar di sekolah ini?
3. Berapa orang guru yang mengajar bahasa inggris?

APPENDIX 6

PEDOMAN WAWANCARA

A. Kepala sekolah

1. Bagaimana latar belakang berdirinya sekolah ini?
Latar belakang berdirinya itu karena banyak gagasan mau membangun sekolah sanawiyah, waktu awal berdirinya di Padang Batung, cuman karena banyak yang merasa jarak tempuhnya yang jauh, maka kemudian di pindah ke sungai paring
2. Kapan sekolah ini didirikan?
Sekitar tahun 1968
3. Sarana dan prasarana apa saja yang terdapat di sekolah ini?
Banyak, seperti laboratoriom, perpuatakaan, computer dll.
4. Bagaimana keadaan di sekitar sekolah ini?
Alhamdulillah minat dan kepercayaan masyarakat untuk menyekolahkan anaknya disini tinggi.
5. Usaha apa saja yang dilakukan sekolah untuk meningkatkan mutu dan kualitas pendidikan dan keterampilan siswa?
Kebanyakan les sebagai tambahan, seperti komputer serta les setiap sore untuk yang kelas 3 mempersiapkan ujiannya.

B. Guru mata pelajaran bahasa inggris

1. Apakah latar belakang pendidikan Ibu?
Sama Tarbiyah juga jurusan bahasa inggris
2. Berapa lama Ibu mengajar bahasa inggris?
Terhitung mulai juni 2006 sampai sekarang..
3. Apakah disamping mengajar di sekolah ini, Ibu juga mengajar bahasa inggris di sekolah lain?
Tidak ada, disekolahan sini saja.
4. Permasalahan apa saja yang sering Ibu temui selama mengajar disini?
Yang jadi permasalahan di kelas adalah bagaimana menumbuhkan minat belajar siswa akan belajar bahasa inggris. Akhirnya mereka kebanyakan passive.
5. Apakah Ibu juga mengalami kesulitan dalam mengembangkan keaktifan siswa dalam belajar bahasa Inggris?
Ya, berhubung minat siswa kurang, jadi akhirnya keaktifan siswa kurang jua.

6. Seberapa sering Ibu menggunakan strategi “the power of two”?
Tergantung tingkat kesulitan materinya juga, kalau perlu berkelompok berdua-berdua ya berkelompok.
7. Apakah Ibu pernah ikut kegiatan pelatihan pendidikan atau sejenisnya yang dapat menambah wawasan dengan pengetahuan tentang penerapan strategi “the power of two”?
saya kuliah di tarbiyah juga, jadi sedikit banyak tau. Dan juga membaca dari buku-buku bagaimana cara supaya siswa aktif.
8. Prosedur dan cara seperti apa saja yang biasa Ibu pakai dalam mengaplikasikan strategi pembelajaran “the power of two” tersebut di kelas?
Apakah Ibu:
 - Menjelaskan materi yang akan diajarkan?
 - Mengajukan pertanyaan sehubungan materi yang telah diajarkan?
 - Meminta siswa menjawab secara tertulis secara perorangan.
 - Mengelompokkan siswa secara berdua-berdua/ berpasangan.
 - Meminta mereka saling menjelaskan dan mendiskusikan jawaban yang baru secara berpasangan.
 - Menyuruh siswa membandingkan jawaban hasil diskusi kecil antar kelompok.
 - Memberi penjelasan tentang jawaban yang benar.
 - Menyimpulkan pelajaran.

Tergantung waktunya juga, kalau waktunya cukup langsung berdua2, tapi kalau bnyak waktu, menjawab sendiri kemudian berdua2 seperti tadi.
9. Sejauh yang Ibu rasakan, apakah metode mengajar yang ibu ajarkan membantu siswa untuk berpartisipasi aktif selama pelajaran berlangsung?
Alhamdulillah, kalau menjawab soal lebih cepat selesai. Artinya ada peningkatannya.
10. Menurut Ibu, faktor apa saja yang mempengaruhi keaktifan siswa selama pelajaran berlangsung khususnya di kelas VIII?
Minat belajar itu adalah inti permasalahannya

C. Tata Usaha

1. Barapakah jumlah guru, siswa, dean staff tata usaha yang ada disekolah ini?
kalau guru ada 26, ditambah staff TU nya 9 orang. Kalau siswanya 331 siswa.
2. Dari sekian banyak guru, berapa jumlah guru tetap maupun tidak tetap yang aktif mengajar di sekolah ini?
Kalau guru tetap 19 orang, garu tidak tetap 7 orang.
3. Berapa orang guru yang mengajar bahasa inggris?
3 orang

APPENDIX 7

Questioner

A. Hasil Jawaban Responden

1. Apakah anda menyukai bahasa Inggris?
 - a. Sangat suka
 - b. Cukup suka
 - c. Kurang suka
 - d. Tidak suka

2. Apakah yang anda memperhatikan setiap penjelasan guru bahasa Inggris anda di kelas ini?
 - a. Selalu memperhatikan
 - b. Cukup memperhatikan
 - c. Kurang memperhatikan
 - d. Tidak memperhatikan

3. Apakah anda bertanya kepada guru bahasa Inggris anda ketika anda kurang atau tidak paham dengan penjelasan beliau?
 - a. Selalu bertanya
 - b. Kadang-kadang bertanya
 - c. Sangat jarang bertanya
 - d. Samasekali tidak bertanya.

4. Apakah anda suka dengan cara mengajar guru bahasa Inggris anda di kelas ini?
 - a. Sangat suka
 - b. Cukup suka
 - c. Kurang suka
 - d. Tidak suka.

5. Apakah anda paham ketika guru anda menjelaskan pelajaran atau memberikan perintah?
 - a. Sangat paham
 - b. Cukup paham
 - c. Kurang paham
 - d. Samasekali tidak paham

6. Apakah anda senang ketika melakukan aktivitas kelas secara berkelompok berpasangan berdua?
 - a. Sangat senang
 - b. Cukup senang
 - c. Kurang senang
 - d. Tidak senang
7. Apakah anda aktif berpartisipasi dalam setiap kegiatan di kelas ini dengan berkelompok berpasangan berdua?
 - a. Selalu aktif
 - b. Cukup aktif
 - c. Kurang aktif
 - d. Tidak aktif
8. Apakah anda suka ketika guru bahasa Inggris anda memberikan kesempatan bagi anda untuk menjawab pertanyaan bahasa Inggris satu persatu?
 - a. Sangat suka
 - b. Cukup suka
 - c. Kurang suka
 - d. Tidak suka
9. Apakah anda senang mengerjakan tugas-tugas/ latihan soal dengan berkelompok berpasangan berdua?
 - a. Senang
 - b. Cukup senang
 - c. Kurang senang
 - d. Tidak senang
10. Apakah anda senang berdiskusi kelompok berpasangan berdua tentang materi pelajaran di kelas?
 - a. Senang
 - b. Cukup senang
 - c. Kurang senang
 - d. Tidak senang

11. Apakah anda senang ketika maju ke depan kelas untuk menjawab pertanyaan bahasa Inggris?
 - a. Sangat senang
 - b. Cukup senang
 - c. Kurang senang
 - d. Tidak senang

12. Apakah anda pernah menjadi sukarelawan ketika guru anda memberikan kesempatan bebas untuk berpartisipasi dalam kegiatan di kelas, seperti mengemukakan pendapat, menjawab pertanyaan, maju ke depan kelas untuk mempraktekkan percakapan, dan lain sebagainya?
 - a. Selalu
 - b. Kadang-kadang
 - c. Sangat jarang
 - d. Tidak pernah

13. Pada saat anda belajar Bahasa Inggris berkelompok berdua-berdua kemudian mengalami kebingungan dalam memahaminya, apakah anda bertanya?
 - a. Selalu bertanya
 - b. Biasa
 - c. Kadang-kadang bertanya
 - d. Tidak pernah bertanya

14. Selama belajar bahasa Inggris dengan berkelompok berpasangan di kelas ini, apakah anda termotivasi dalam mempelajarinya?
 - a. Sangat termotivasi
 - b. Cukup termotivasi
 - c. Kurang termotivasi
 - d. Tidak termotivasi.

15. Apakah belajar Bahasa Inggris dengan berkelompok berpasangan, anda termotivasi untuk aktif belajar di kelas?
 - a. Sangat termotivasi
 - b. Cukup termotivasi
 - c. Kurang termotivasi
 - d. Tidak termotivasi.

APPENDIX 8

Questioner

A. Hasil Jawaban Responden

1. Apakah anda menyukai bahasa Inggris?
 - a. Sangat suka
 - b. Cukup suka
 - c. Kurang suka
 - d. Tidak suka

A= 3, B= 20, C= 2

2. Apakah yang anda memperhatikan setiap penjelasan guru bahasa Inggris anda di kelas ini?
 - a. Selalu memperhatikan
 - b. Cukup memperhatikan
 - c. Kurang memperhatikan
 - d. Tidak memperhatikan

A= 9, B=16

3. Apakah anda bertanya kepada guru bahasa Inggris anda ketika anda kurang atau tidak paham dengan penjelasan beliau?
 - a. Selalu bertanya
 - b. Kadang-kadang bertanya
 - c. Sangat jarang bertanya
 - d. Samasekali tidak bertanya.

A= 3, B= 17, C= 5

4. Apakah anda suka dengan cara mengajar guru bahasa Inggris anda di kelas ini?
 - a. Sangat suka
 - b. Cukup suka
 - c. Kurang suka
 - d. Tidak suka.

A= 16, B= 9

5. Apakah anda paham ketika guru anda menjelaskan pelajaran atau memberikan perintah?
 - a. Sangat paham
 - b. Cukup paham
 - c. Kurang paham
 - d. Samasekali tidak paham

A= 6, B= 17, C= 2

6. Apakah anda senang ketika melakukan aktivitas kelas secara berkelompok berpasangan berdua?

- a. Sangat senang
- b. Cukup senang
- c. Kurang senang
- d. Tidak senang

$A = 23, B = 1, C = 1$

7. Apakah anda aktif berpartisipasi dalam setiap kegiatan di kelas ini dengan berkelompok berpasangan berdua?

- a. Selalu aktif
- b. Cukup aktif
- c. Kurang aktif
- d. Tidak aktif

$A = 16, B = 5, C = 4$

8. Apakah anda suka ketika guru bahasa Inggris anda memberikan kesempatan bagi anda untuk menjawab pertanyaan bahasa Inggris satu persatu?

- a. Sangat suka
- b. Cukup suka
- c. Kurang suka
- d. Tidak suka

$A = 12, B = 12, C = 1$

9. Apakah anda senang mengerjakan tugas-tugas/ latihan soal dengan berkelompok berpasangan berdua?

- a. Senang
- b. Cukup senang
- c. Kurang senang
- d. Tidak senang

$A = 22, B = 2, C = 1$

10. Apakah anda senang berdiskusi kelompok berpasangan berdua tentang materi pelajaran di kelas?

- a. Senang
- b. Cukup senang
- c. Kurang senang
- d. Tidak senang

$A = 22, B = 3$

11. Apakah anda senang ketika maju ke depan kelas untuk menjawab pertanyaan bahasa Inggris?

- a. Sangat senang
- b. Cukup senang
- c. Kurang senang
- d. Tidak senang

$A = 3, B = 12, C = 7, D = 3$

12. Apakah anda pernah menjadi sukarelawan ketika guru anda memberikan kesempatan bebas untuk berpartisipasi dalam kegiatan di kelas, seperti mengemukakan pendapat, menjawab pertanyaan, maju ke depan kelas untuk mempraktekkan percakapan, dan lain sebagainya?

- a. Selalu
- b. Kadang-kadang
- c. Sangat jarang
- d. Tidak pernah

$A = 1, B = 21, C = 3$

13. Pada saat anda belajar Bahasa Inggris berkelompok berdua-berdua kemudian mengalami kebingungan dalam memahaminya, apakah anda bertanya?

- a. Selalu bertanya
- b. Biasa
- c. Kadang-kadang bertanya
- d. Tidak pernah bertanya

$A = 11, B = 4, C = 10$

14. Selama belajar bahasa Inggris dengan berkelompok berpasangan di kelas ini, apakah anda termotivasi dalam mempelajarinya?

- a. Sangat termotivasi
- b. Cukup termotivasi
- c. Kurang termotivasi
- d. Tidak termotivasi.

$A = 20, B = 3, C = 2$

15. Apakah belajar Bahasa Inggris dengan berkelompok berpasangan, anda termotivasi untuk aktif belajar di kelas?

- a. Sangat termotivasi
- b. Cukup termotivasi
- c. Kurang termotivasi
- d. Tidak termotivasi.

$A = 22, B = 1, C = 2$

APPENDIX 9

List of Translation

NO	SURAH/AYAT	PAGE	TRANSLATION
1	AL- HUKURAT/ 13	1	(13). O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other). Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things).

APPENDIX 10



Teacher explains the material and gives instruction



Students work in pairs (the power of two”



Student is volunteer herself to participate in class classroom activity



The researcher in the classroom



MTsN Padang Batung Sungai Paring Kandangan



infron of class VIIla

CURRICULUM VITAE

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c. MAN 1 Kandangan, Graduated in 2007
d. S1 English Department Tarbiyah Faculty IAIN Antasari Banjarmasin since
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b. Occupation : Wiraswasta

c. Mother's name : Wahdah

d. Occupation :

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June 2012

Writer,