**IMPROVING SPEAKING SKILL THROUGH THE POWER OF TWO**

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*The research aims at proving that the use of the power of two can improve speaking skill of the eighth grade students of SMP Negeri 14 Palu. This research was pre-experimental research design that involved only one class. The population of this research was the eighth grade students of SMP Negeri 14 Palu. It was selected by using purposive sampling technique. The sample was VIII A2. In collecting the data, the researcher used test (pre-test and post-test). The data analyzed statistically. The mean score in pre-test is 27.23 while post-test is 62.5. The result of data analysis shows that there is significant difference between the result of pre-test and post-test. In other words, the t-counted (6.33) is greater than t-table (2.074). In this case, the research hypothesis is accepted. Therefore, teaching speaking by using the power of two is effective to improve students’ speaking skill.*

*Keywords: The Power of Two, Speaking Skill*

**INTRODUCTION**

English plays an important role nowadays. It becomes an international language. Therefore, in this modern era, it is necessary for us to learn it. It has been as well taught in many countries in the world as a foreign language, such as in Japan, Malaysia, China, Germany, and Indonesia. Teaching a language, especially a foreign language is not an easy task; Since English is a foreign language for Indonesian students, it will surely cause some problems for them. Learning a foreign language is different from learning a native language because the students’ environment in achieving their first language and a foreign language are different.

In Indonesia English is not considered as a second language but it is a foreign language which is studied from elementary school up to university level. Being successful students are not easy. This fact can be seen mostly of eighth grade at SMP Negeri 14 Palu. Although they have been studying English for more than a year, they are still unable to use it in interacting with their teacher and friends in the classroom.

Actually all of English skills are important, but speaking skill is the most important skill that should be mastered by English learner. Speaking ability may be able to describe

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how far the language learners master about the language itself. In relation to speaking, the standard competencies that should be mastered by eight grade students of junior high school (Depdiknas:2006), namely: (1) expressing meaning in simple short transactional conversation and interpersonal to do interaction with their surroundings, (2) expressing meaning in spoken functional texts and simple short monolog in the form descriptive and recount to do interaction with their surroundings. Now days, people believe that if the goal of English course is truly to enable students to communicate in English, then speaking skill should be taught and practiced in classroom. It is related to speaking as the activity that takes the fundamental part of human communication, in which we spend more time to speak than to read and to write. Therefore, in teaching English, speaking activities should be given more emphasis than reading and writing activities.

Unfortunately, many students face a complicated problem in using English specially in speaking. There are some students’ problems in learning speaking. In some cases they know about some vocabulary that they needs to express about some information or expression such as describe something, but they are afraid to make mistake in pronunciation or structure or they feel shy to their friend when do a mistake. In the other cases, they know about structure in descriptive text but they have limited vocabulary. The last is that the teacher dominates the teaching activity using Indonesian so it can not increase students’ speaking skill. These problems are also found by the researcher when he did the teaching practice (PPLT) and observed the students’ ability in English subject at SMP Negeri 14 Palu. Based on this condition, the researcher is interested to do the pre-experimental research by using The Power of Two which is the strategy that makes the students communicate with their friends as a team. He expects it can motivate and has advantages for teacher and students to speak English and communicate their need especially in the classroom and in their daily need in general.

**THE POWER OF TWO**

The power of two is the activity that used to promote cooperative learning and reinforce the importance and benefits of synergy that is, that two heads are better than one is. Its purpose is accustomed to active learning individually and group.

Learning strategies ‘The Power of Two’ is an activity undertaken to enhance collaborative learning and encourage the emergence of the benefits of synergies, since two and people would be better than one. Before using the power of two in teaching speaking, we certainly need some preparation in order to make the teaching learning process successfully and more systematic. The procedures of this strategy are as follows (Silberman, 2002:161)

1. The first step, create a problem. In the process of learning, teachers provide one or more questions to students in need of reflection in the answers. By answering them, they help students to create ideas in their planning.
2. The second step, the teacher asks students to answer the questions themselves. Here, students answer the questions to create their drafting that focused on the fluency of speaking.
3. The third step, the teacher divides sets of pairs. Couples group is determined according to the original list of absent or can be randomized. In the process of learning after students complete all the answers, form into pairs and ask them to share (sharing) with other answers.
4. The fourth step, the teacher asks the couple to discuss search for new answers. In the process of learning, the teacher asks students to create a new answer to each question with a correct response to each individual. Students revise what they have spoken to see how effectively they have communicated their meaning to the listener.
5. The fifth step, the teacher asked participants to discuss the results of his sharing. In the process of learning, students are encouraged to discuss issues unclear or poorly understood.

One of the best ways to promote active learning is to give learning as assignments that are carried out in small groups of students.

The peer support and diversity of viewpoints, knowledge, and skill help make collaborative learning a valuable part of classroom learning climate.

**VARIATION OF ‘THE POWER OF TWO’**

This strategy has been around a long time. It will probably never go away. Teacher needs good arrangement and here Silberman (2002:162) gives the variation ways that can be chosen:

1. Invite the entire class to select the best answer for each question.
2. To save time, assign specific questions to specific groups than having all groups answer all questions.

Those are that can make easier in teaching learning process. There are many activities which are suitable for students speaking in pairs and groups. However, the main objective of speaking activities done in groups or pairs is to involve everyone in the creation of speaking, whoever does the actual speaking.

**THE PURPOSE OF ‘THE POWER OF TWO’**

The strategy chosen by the educator should not be contrary to the purpose of learning. The strategy should encourage interaction where educational activities to proceed in order to achieve the goal. The basic aim is to develop learning abilities of individual children so that it can solve all the problems it faces.

The choice of some particular method or strategy in a learning aims to provide the best possible way or ways for the implementation and operational success of learning. Whereas in other contexts, methods or strategies can be a means to discover, test and compile the necessary data for the development of a science discipline. In this case, the strategy aims to further simplify the process and learning outcomes so that what can be achieved with a well planned and easy as possible.

Kiptiyah (2010:32) states that in the exercise of the power of two learning strategies have some goals to be achieved include the following:

1. Familiarize individuals and groups (study with the result more impressive).
2. Enhance collaborative learning.
3. So that learners have the skills to solve problems related to the subject matter.
4. Minimize failures.
5. Minimize the gap between students who are one with other students.

**THE ADVANTAGES AND DISADVANTAGES OF ‘THE POWER OF TWO’**

The Power of Two strategies are emphasized in the activeness of students by involving students actively through discussions about the answers to the questions given by teachers with their partner and group. In this case, a group of students will be tutors for students under the group. Slameto (2010) states that the receipt of the lesson if the students' own activity, the impression it will not go away, but thought, processed, and then issued again in a different form. Using the power of two strategies are expected to enhance more active learning by providing learning tasks are done in small groups of students.

Learning strategy of the power of two has several advantages such as (Rahayu, 2011:15):

1. Students are not so much dependent on teachers, but can increase confidence in the ability to think by their own self, find information and learn from other students.
2. Develop the ability to express ideas and then compare it with others.
3. Help students to be able to cooperate with others.
4. Help students to be more responsible in performing their duties.
5. Increase the motivation and stimulation to think.
6. Promote academic achievement and social skills.

Overall implementation of learning strategy the power of two aims to familiarize students learn actively, both individually and in groups and help students to work together with others. Thus, learning to use the learning strategies of the power of two on the subject of descriptive text is expected to enhance students' speaking skill so that he earned academic achievement is also expected to increase.

In addition to the advantages, the power of two also has the weaknesses are:

1. Sometimes it can happen there is the view from various angles to the problem is solved, perhaps even the conversation became distorted, so it takes a long time.
2. With the division of groups and between groups sharing make learning less conducive.
3. With the existence of the group, students who are less responsible in the task will not doing it with their partner, or just watching their partner doing it by their selves.

**METHODOLOGY**

In conducting this research, the researcher applied pre-experimental research design. It was only one group. The researcher gave the pre-test to find out the students’ speaking ability before the students got the treatment. The post-test was conducted to measure the students’ ability in speaking English after giving the treatment.

There were some points that are considered by the researcher to choose the pre-experimental research design, such as the researcher focused in one group and found out the effectiveness of strategy, not to compare the control and experimental classes. The group had been given the treatment as seen in the formula by Cohen (2007:282) as follows:

**O1 X O2**

Where:

O1 : Pre-Test

X : Treatment

O2 : Post-Test

The population of this research was the eighth grade students. They consisted of eight classes consisted of 23 up to 32 students. The total number of the students was 223.

Best (1981:8) states, “A sample is a small proportion of population selected for observation and analysis”. It is very necessary for the researcher to determine the research sample. In taking sample of this research, the researcher used a purposive sampling technique. He applied that sampling technique because it is appropriate to the design of the research.

There were two variables in this research; they were dependent variable and independent variable. The dependent variable in this research was speaking skill of the eighth grade, while the independent one was the use of ‘The Power of Two’.

In collecting data of this research, the researcher used test as the instrument. The test consists of pre-test and post-test. Pre-test was a test that was given to the students to find out their prior skill in speaking before giving them the treatment by using The Power of Two. The researcher was used describe someone material in pre-test, because it is appropriate with the material that researcher have purposed. Meanwhile, post-test was a test that was given to the students after the researcher gives the treatment. The aim was to measure the students’ improvement in speaking, especially in describing something, and to find out the effectiveness of *The power of two*.

The researcher provided recorder to record the students’ speaking during the test in order to avoid mistakes in scoring their performance. In recording the students’ voice, the researcher asked them to go outside of classroom while waiting the researcher called their names.

The researcher adapted the scoring system of Heaton to evaluate the fluency and comprehensibility of the students. The researcher measured only two aspects, fluency and comprehensibility, because accuracy is more difficult for junior high school students. Besides that, he used rating 1-4 for the scale to assess students speaking skill, because he considered about the students capability in speaking.

Table 1: The Rating Score of Fluency and Comprehensibility

|  |  |  |
| --- | --- | --- |
| **Rating** | **Fluency** | **Comprehensibility** |
| **6** | Speaks without too great an effort with wide range of expression. Search for word occasionally but only one or two unnatural pauses. | Easy for the listener to understand the speaker’s intention and general meaning. Very view interruptions or clarification. |
| **5** | Has to make an effort with at times to search for words. Nevertheless, smooth delivery and only view unnatural pauses. | The speaker’s intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary. |
| **4** | Although he has to make an effort and search for words, there are not too may unnatural pauses. Fairly smooth delivery. Mostly, occasionally fragmentary but success in conveying the general meaning. Fair range of expression. | Most of what the speaker’s say is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey or to seek clarification. |
| **3** | Has to make an effort for most of times. Has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often. | The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker’s more complex or longer sentences |
| **2** | Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression. | Only small bits (usually short sentences and phrases) can be understood and then with the considerable effort by someone who is used to listening the speaker. |
| **1** | Full of long and unnatural pause. Very halting and fragmentary delivery. At times give up making effort. Very limited range expression. | Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said. |

Adapted from Heaton (1990:100)

After delivering the pre-test to the students, the researcher conducted his treatment which was applied for six meetings. To know the progress of students after getting the treatment, the researcher delivered post-test at the last meeting.

**FINDINGS**

**The Result of Test**

In presenting the data, the researcher analyzed the data taken from pre-test and post-test in order to prove whether or not the use of *The power of two* can give a good contribution in teaching English to the students, especially in improving students’ speaking skill in describing something

Before giving the treatment, the researcher tested the students. This test called pre-test. It was conducted by the researcher on September 23th, 2016.In pre-test, the researcher asked students several questions. This test was administered in order to measure the students’ prior speaking skill. The researcher counted the mean score of the students by applying formula which is proposed previously. The result of pre-test is presented in the following table:

Table 2: The students’ Pre-Test Score (N=23)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Initials** | **Fluency** | **Comprehensibility** | **Obtained Score** | **Maximum**  **Score** | | | **Standard Score** |
| 1.  2.  3.  4.  5.  6.  7.  8.  9.  10.  11.  12.  13.  14.  15.  16.  17.  18.  19.  20.  21.  22.  23. | |  | | --- | | AA | | AJ | | AM | | ASW | | DA | | DNM | | E | | F | | F | | I | | IA | | M | | MNI | | NA | | NA | | NAZ | | PN | | S | | SF | | SK | | SS | | TPI | | WA | | |  | | --- | | 1 | | 1 | | 1 | | 1 | | 1 | | 2 | | 1 | | 2 | | 1 | | 1 | | 1 | | 1 | | 1 | | 1 | | 1 | | 2 | | 1 | | 2 | | 1 | | 1 | | 1 | | 1 | | 1 | | |  | | --- | | 1 | | 2 | | 1 | | 1 | | 1 | | 2 | | 1 | | 2 | | 1 | | 2 | | 1 | | 1 | | 1 | | 2 | | 1 | | 2 | | 1 | | 2 | | 1 | | 1 | | 1 | | 1 | | 2 | | |  | | --- | | 2 | | 3 | | 2 | | 2 | | 2 | | 4 | | 2 | | 4 | | 2 | | 3 | | 2 | | 2 | | 2 | | 3 | | 2 | | 4 | | 2 | | 4 | | 2 | | 2 | | 2 | | 2 | | 3 | | 8  8  8  8  8  8  8  8  8  8  8  8  8  8  8  8  8  8  8  8  8  8  8 | | | |  | | --- | | 25 | | 37.5 | | 25 | | 25 | | 25 | | 50 | | 25 | | 50 | | 25 | | 37.5 | | 25 | | 25 | | 25 | | 37.5 | | 25 | | 50 | | 25 | | 50 | | 25 | | 25 | | 25 | | 25 | | 37.5 | |  | |
| **Total** | | **27** | **31** | **58** |  | **184** | **725** | |

Based on the table, the highest score is 50 and the lowest score is 25. After calculating the pre-test score, the researcher computed the students’ mean score, and the result is 27.23.

After giving the treatment, the researcher administered test to the students. It was called post-test. It was conducted on October 15th, 2016. The result of post-test is presented in the following table:

Table 3: The students’ Post-Test Score (N=23)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Initials** | **Fluency** | **Comprehensibility** | **Obtained Score** | **Maximum Score** | **Standard**  **Score** |
| 1.  2.  3.  4.  5.  6.  7.  8.  9.  10.  11.  12.  13.  14.  15.  16.  17.  18.  19.  20.  21.  22.  23. | |  | | --- | | AA | | AJ | | AM | | ASW | | DA | | DNM | | E | | F | | F | | I | | IA | | M | | MNI | | NA | | NA | | NAZ | | PN | | S | | SF | | SK | | SS | | TPI | | WA | | |  | | --- | | 3 | | 2 | | 3 | | 4 | | 1 | | 3 | | 3 | | 3 | | 1 | | 3 | | 4 | | 1 | | 3 | | 3 | | 2 | | 2 | | 3 | | 1 | | 2 | | 1 | | 1 | | 4 | | 3 | | |  | | --- | | 3 | | 3 | | 3 | | 3 | | 2 | | 3 | | 2 | | 2 | | 2 | | 3 | | 3 | | 1 | | 4 | | 2 | | 3 | | 2 | | 3 | | 2 | | 2 | | 1 | | 1 | | 4 | | 4 | | |  | | --- | | 6 | | 5 | | 6 | | 7 | | 3 | | 6 | | 5 | | 5 | | 3 | | 6 | | 7 | | 2 | | 7 | | 5 | | 5 | | 4 | | 6 | | 3 | | 4 | | 2 | | 2 | | 8 | | 7 | | 8  8  8  8  8  8  8  8  8  8  8  8  8  8  8  8  8  8  8  8  8  8  8 | |  | | --- | | 75 | | 62.5 | | 75 | | 87.5 | | 37.5 | | 75 | | 62.5 | | 62.5 | | 37.5 | | 75 | | 87.5 | | 25 | | 87.5 | | 62.5 | | 62.5 | | 50 | | 75 | | 37.5 | | 50 | | 25 | | 25 | | 100 | | 87.5 | |
| **Total** | | **57** | **58** | **115** | **184** | **1437.5** |

Based on the table, the highest score is 100 and the lowest score is 25. The data showed that, there was a significant improvement in the post-test compared to the previous test. Their mean score of the pre-test was 27.23 while in post-test there was 62.5. In addition, the students’ skills advance after getting the treatment.

After getting the mean score of pre-test and post-test, the researcher continued to count the mean deviation and square deviation. Based on the result, the mean deviation was 30.97. Furthermore, the researcher calculated the square deviation. Then, the researcher computed the t-counted value to prove the effectiveness of *the power of two* strategy of the eighth grade students.

The researcher used testing hypothesis is to prove whether or not *the power of two* strategy is accepted or rejected. The rule of the testing hyphotesis is that if the t-counted is higher than t-table, then the hypothesis is accepted. It means that the use of the power of two can improve the students’ speaking skill particularly in oral fluency and comprehensibility. If the t-counted is the same or lower than t-table, afterward the hypothesis is rejected.

From the explanation above, it can be seen that the mean score of deviation of pretest and posttest was 30.97. Besides that, the researcher found the t-counted was 6.33. After analysis the data of the test, the result of data analysis showed that the t-counted was 6.33 by applying 0.05 level of significance with the degree of freedom (df) 22 (N-1 = 23-1= 24). The researcher found that the t-counted (6.33) was higher than t-table2.074.

**DISCUSSION**

In this part, the researcher discusses about the findings of the research. The researcher took a sample of his research in SMP Negeri 14 Palu. The English teacher recommended conducting the research in class VIII A2, because they still had problems in English especially in speaking. There were several problems that faced in their speaking, such as: In some cases they knew about some vocabulary that they needed to express about some information or expression such as describe something, but they were afraid to make mistake in pronunciation or structure or they felt shy to their friend when done a mistake. In the other cases, they knew about structure in descriptive text but they have limited vocabulary. The last was that the teacher dominates the teaching activity using Indonesian so it could not improve students’ speaking skill.

In teaching and learning process of the research, the researcher taught the students about simple present tense material in the first meeting, since this tense used in describing something. Several students were not interested in learning structure, but when the researcher explained about *The power of two*, they were finally interested to learn about the material because they learned it with their friend in pair.

The steps of *The power two* are; first, the students got some problems such as describing something; second, they solved the problems by themselves. In this step the students could knew how far they understand about the material; third, the teacher divided them in pairs; fourth, the students discussed about the problem with their partner. In this step, the students could correct their first answer with the new one; fifth, the students presented their answers orally in front of the class. The material in each meeting described about person, animal, place, and thing.

After conducting the treatment to the students, the researcher gave post-test. The researcher found that several students have improvement in speaking skill and there are some students who have no improvement or progress after obtaining treatment. The percentage of students who have improvement is 78.26%, and percentage of students who have less improvement is 21.73%. By seeing the result percentage from post-test, the researcher found that by applying the power of two in teaching speaking, the students can improve their skill in speaking as well.

There are several strengths that made the students achieved the improvement in speaking skill especially in describing something. First, the students could work in pair, which made them could share their answers and solved the problems in learning. Second, *the power of two* strategy, made the students not so much dependent on teachers, but increased confidence in ability to think by their own self, and learn from other students. Third, this strategy made the students have motivation to speak, because it encouraged students to speaking in front of the class every meetings.

The findings of this study were also supported by Zaini, *et. al.* (2008:52). She states that *The power of two* is used to promote cooperative learning and shows the advantages and the importance of learning in pair. This strategy also shows that two head is better than one is.

**CONCLUSION AND SUGGESTIONS**

On the basis of finding and discussion previously, it could be drawn a conclusion that the use of the power of two could improve speaking skill of the eighth grade students of SMP Negeri 14 Palu. The result of data analysis showed that the t-counted (6.33) was greater than the t-table (2.074). By looking at the result of t-counted and t-table, it can be said that there was a significant improvement of the students’ achievement. The previous statement answers the research question that the use of the power of two could improve speaking skill of the eighth grade students of SMP Negeri 14 Palu.

Based on the conclusion above, there were some following suggestions for the improvement of teaching and learning English especially in speaking for the teachers, students, and other researchers.

For the English teachers, they are suggested to keep on motivating their students to improve their English. As the power of two contributed significant improvement to the subjects’ competency in speaking skill, then it is suggested also to be applied by the teacher in out of the class, to make some variations. Along with the effort of improving students’ ability in speaking, the teacher is also expected to enhance students’ skills in expressing their idea orally.

For the students, they are expected to be able to maintain or develop what they have already reached now. It is also suggested that the students have a lot of practice not only in improving speaking skill, but also other skill by applying the power of two in order to be skillful on it.

For the other researcher, since the power of two is implemented in improving students speaking skill especially in describing, then it is recommended for other researchers to undergo further research in studying the effectiveness of the power of two in others language function and in improving others skill.

The researcher also suggested to the other researcher to do a study using the power of two with the others research designs or in others levels of the students to find out the other result.

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