

Laporan Penelitian

**How Does The Power of Two Improve Students' Skill in Using
Preposition? A Classroom Action Research Study**

Karya Ilmiah untuk melengkapi syarat pengajuan kenaikan Pangkat
Pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara
Program Studi Tadris Bahasa Inggris

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**PRODI TADRIS BAHASA INGGRIS
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UIN SUMATERA UTARA
2019**

REKOMENDASI

Setelah membaca dan menelaah hasil penelitian yang berjudul “**How Does the Power of Two Improve Students’ Skill in Using Preposition? A Classroom Action Research Study**” yang dilaksanakan oleh Diah Safithri Armin, M.Pd., maka Saya berkesimpulan bahwa hasil penelitian ini dapat diterima sebagai karya tulis berupa hasil penelitian. Demikianlah rekomendasi ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Medan, 5 Mei 2021

Reviewer,

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Demikian surat pernyataan ini Saya buat dengan sebenarnya dan tanpa paksaan dari siapapun.

Medan, 5 Mei 2021

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ABSTRACT

Armin, Diah Safithri. 2020. How Does the Power of Two Improve Students' Skill in Using Preposition? A Classroom Action Research Study.

Keywords: Classroom action research, preposition, skill, teaching English, the power of two strategy

This study aimed to identify using the power of two strategy to improve students' ability to use prepositions in sentences. This study applied classroom action research in which the data was gathered in four steps: plan, action, observation, and reflection. The participants of this study were 27 junior high school students in the ninth grade. This study applied quantitative and qualitative methods in interpreting the data. The quantitative data was collected from the exam, while the qualitative data gathered from the interview, observation sheet, diary note, and documentation. The study revealed that there was an increase in the students' abilities to use prepositions. The number of students who received a score of 70 or higher in the pre-test was 25.92 percent indicated that seven students obtained a score of 70 or higher in the pre-test. The post-test percentage of the first cycle was 40.74 percent, indicating that 11 students achieved a score of 70 or higher; meanwhile, in the post-test of second cycle it was 88,89%. It amounted to a 14,82 percent increase from pre-test to post-test I and a 48,15 percent higher from the first cycle's post-test to the second cycle's post-test. It showed that using the power of two strategy in teaching prepositions is beneficial and that using the power of two strategy enhanced students' ability to use prepositions in sentences. The researcher used the t-test formula to test hypotheses. The t count coefficient was calculated to be 13,22, and the coefficient of t table to $df = N - 1 = 26$ with level = 0,05 was 2,06. It indicated that the t count coefficient (13,22) was higher than t table's coefficient (2,06). As a result, the hypothesis alternative (H_a) is obtained. H_a implies that the power of two strategy would improve students' ability to master prepositions.

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First of all, I would like to praise Allah SWT for giving me an opportunity, mercy, blessing, healthy, ability, and willingness to finish this study. Then, peace and salutation are upon Prophet Muhammad SAW and his family, all his disciples and the people who followed them in goodness until the day after.

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Last but not least, hopefully, this study will be beneficial for all readers.

Medan, 22 December 2020

The Researcher,

Diah Safithri Armin, M,Pd

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CHAPTER I

INTRODUCTION

This chapter will describe the research background, research questions, objective of study, study significances, and key terms to avoid misunderstanding.

1.1 Research Background

Language is a speech and writing communication mechanism that individuals use in a specific country.¹ Language is an oral sign system that, based on its own culture, is arbitrary and used by the members of language society to communicate and interact with each other.² We use language to articulate inner thoughts and emotions, make sense of complex and abstract thinking, learn to connect with others, fulfill our desires and needs, create laws, and maintain our society.

There is a different language in every country, so individuals need a language that can be used globally. English is a language that is used in many countries, and English is learned by many individuals, including Indonesians. In addition to this explanation, to increase the nation's

¹ A S Hornby. 2003. *Oxford Advanced Learner's Dictionary*. China: Oxford University Press, p. 752.

² Hasan Asari (ed.). 2008. *Hadis-Hadis Pendidikan*. Bandung: Citapustaka Media Perintis, p. 318.

competitiveness in world society, Indonesians need to learn English.

In Indonesia, English is taught in Junior High School, which includes four skills: listening, speaking, reading, and writing and some elements are also taught in English, namely vocabulary and grammar. In grammar, preparation is used as part of speech and is usually taught in the first and second semesters of the ninth grade at Junior High School.

Word or expression that ties a noun or pronoun to a verb or adjective in a sentence is a preposition as part of English. The example of preposition in the following is the word "on": "A woman places her purse on the table."

The preposition has to be mastered in learning English. However, there are many preposition words, and one word can be used in many ways, so many learners sometimes make mistakes when using it. Therefore, English teachers must use a proper teaching preposition process.

There are several approaches to English language teaching; one of them is the power of two methods. The power of two strategies is used to encourage cooperative learning and reinforce the importance and benefits of two individuals' synergies. This technique can be used in preposition teaching by an English teacher. In addition to the students knowing what the teacher has explained, they can discuss what they have known each other to understand preposition deeply.

Ideally, by using media and technique, if the teacher has demonstrated the material to the students, they can master the material well. However, in fact, according to the first observation, I noticed that in one of the Junior High School in North Sumatra, most of the ninth-grade students still have a low ability to use preposition in sentences. Many factors affect this problem. The factors of the students are that students still have low interest in learning English, less encouragement, do not have a vocabulary, and do not think systematically, and the factors of the teacher are that the teacher still has low English speaking capacity, less use of media and techniques, and does not cultivate writing.

The teacher uses only one technique, the strategy of mind mapping. In addition to using this technique, since most students do not have dictionaries, she also directs them to learn together.

The researcher was interested in applying the power of two strategies as the solution, based on the context of the analysis, entitles **“How Does The Power of Two Improve Students’ Skill in Using Preposition? A Classroom Action Research Study”**.

1.2 Research Questions

Considering the research context, the researcher produced the research questions as follows:

1. How is the students' skill to use preposition before the power of two strategy is implemented?
2. How is the students' skill to use preposition after applying two strategy's power?
3. Will the influence of two methods improve the willingness of students to use the word preposition?

1.3 Objectives of Study

Based on the research questions, the objectives of this study are:

1. To understand the ability of the students to use preposition before implementing the power of two strategy.
2. To know the ability of the students to use preposition after applying the influence of two strategies.
3. To see the enhancement of the ability of the students to use preposition in the sentence by implementing the power of two strategy.

1.4 Significances of Study

It is hoped that this research results would be useful for the principal of the research site in which the outcome will be used as the essential information to improve the students' capacity to use a preposition. Then, the English teachers may use the knowledge to improve their teaching by using

strategy. Next, by using the power of two techniques, the students may increase their curiosity and motivation in using the preposition. Finally, the result will hopefully be helpful for the readers as the information improve their preposition capacity.

1.5 Definition of Key Terms

To avoid misunderstanding the use of keywords in this paper, the core terms in this study will be explained as follows:

1. The student's ability to use prepositions in the paper is the students' capacity to use prepositions in sentences. The indicator is a measure involving prepositions. The test consisted of ten multiple-choice questions and ten fill-in-the-blank questions.
2. The power of two strategy is mutual learning, in which students solve the problem independently, in groups, and demonstrate their abilities to solve the problem. The stages are as follows:
 - 1) The teacher asks the students some questions about the subject.
 - 2) the students answer the questions individually
 - 3) the students form groups to discuss their responses and generate new answers.
 - 4) some groups show their new answers.
 - 5) the teacher thoroughly discusses the material.

- 6) As a final move, the teacher will assess the students' abilities by asking questions to ensure that all students have comprehended the learning content.

1.6 Paper Outline

This paper consists of five chapters.

Chapter I describes the research's introduction, consisting of the research background, research questions, objectives of the study, study significances, the definition of key terms, and paper outline.

Chapter II explains the literature review related to preposition, ability, strategy, and the power of two strategy.

Chapter III describes the research methodology, namely research site and participants, research design, instrument of data collection, data collection technique, and data analysis technique.

Chapter IV explicates the data analysis, findings, and discussions.

Chapter V explains the conclusion of the study and recommendations for further researchers and readers.

CHAPTER II

LITERATURE REVIEW

This chapter will explain the theoretical review about preposition, ability, and the power of two strategies to clarify the variables in this paper and avoid ambiguity.

2.1 Theoretical Framework

According to the educational researcher, a theoretical framework is the 'blueprint' or reference to a thesis.³ It is a construct that is connected and/or represents the hypothesis of a study based on a current theory in a field of inquiry. It is a blueprint that the researcher sometimes 'borrows' to build his or her own house or study inquiry. It functions as the basis on which a study is built. The theoretical structure's position is compared to that of a map or travel plan by both Sinclair⁴ and Fulton and Krainovich-Miller.⁵ Thus, the map guides your route while traveling to a specific spot. Similarly, the theoretical structure directs the researcher to not deviate from the boundaries of the accepted theories to make his/her final

³ Grant, C. & Osanloo, A. 2014. *Understanding, Selecting, and Integrating a Theoretical Framework in Dissertation Research: Creating the Blueprint for 'House*. Administrative Issues Journal: Connecting Education, Practice and Research, Pp. 12-22 DOI: 10.5929/2014.4.2.9.

⁴ Sinclair M. (2007) Editorial: *A Guide to Understanding Theoretical and Conceptual Frameworks*. Evidence Based Midwifery 5(2): 39

⁵ Fulton, S. & Krainovich-Miller, B. (2010). Gathering and Appraising the Literature. IN LoBiondo-Wood, G. & Haber, J. (Eds). *Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice* (7th Edition). St. Louis MO: Mosby Elsevier.

scholarly and academic contribution. Therefore, Brondizio, Leemans, and Solecki⁶ conclude that the theoretical structure is the basic theory or theories that can be useful for studying events involving aspects of human endeavour. The theoretical structure consists of a theory's theoretical concepts, constructs, thoughts, and tenants .⁷ Thus, the researcher clarified the theoretical structure of this analysis to clarify the theory for this study, and there was no uncertainty.

2.1.1 Preposition

2.1.1.1 Definition of Preposition

Some definitions of prepositions are provided in many sources. Prepositions are the phrases used with the noun and pronoun put in front of it to illustrate the association with another portion of the expression. ⁸ A preposition is the term that is not modified and typically put in front of the noun or a word that looks like the noun, where the usage indicates the basic relationship.⁹ Prepositions are words that are used to

⁶ Brondizio, E., Leemans, R., & Solecki, W. (2014). *Current Opinion in Environmental Sustainability*. Texas, U.S.A.: Elsevier Press Inc. [http:// dx.doi.org/ 10.1016/j. cosust.2014.11.002](http://dx.doi.org/10.1016/j.cosust.2014.11.002) CC BY-NC-SA License (accessed 2016 January 26)

⁷ Grant, C. & Osanloo, A. 2014. *Understanding, Selecting, and Integrating a Theoretical Framework in Dissertation Research: Creating the Blueprint for 'House*. Administrative Issues Journal: Connecting Education, Practice and Research, Pp. 12-22 DOI: 10.5929/2014.4.2.9.

⁸ Selamet Riyanto. 2011. *The Text Book of English Grammar*. Yogyakarta: Pustaka widyatama, p. 146.

⁹ Panca Prastowo. 2009. *Jurus Jitu Memahami Part of Speech*. Jogjakarta: Gerailmu, p. 145.

show relationships between different parts of a clause, for example, relationships of time, place, or reason¹⁰, place, direction, time, or aim.¹¹ The prepositions can be followed by verb, except “but” and “except” unless the verb is in gerund form.¹² The most famous little phrases in English were called Prepositions. Typically, they look very short and substantial, but they have pretty essential functions.¹³ Take a look at these phrases and note how different each sentence context is.

A reward was sent *to* John. A reward was sent *for*
John.

A reward was sent *by* John. A reward was *from*
John.

The meaning is changed when the preposition is different.

Nouns are often accompanied by prepositions (or pronouns). They are connective terms that illustrate the connection between the nouns that follow them and one of the essential sentence elements: subject, verb, object, or complement. They typically indicate a relationship between

¹⁰ Hall, D. & Bardunh, S. 2016. *English for Everyone English Grammar Guide*. NY: DK Publishing, p. 288.

¹¹ Paul, SVD. *Mari Belajar Bahasa Inggris Jilid 2*. Jakarta, Gramedia, p. 108.

¹² A. J. Thomson. 1985. *A Practical English Grammar*. London: Oxford University Press, p. 91.

¹³ George E. Wishon, Julia M. Burks. 1980. *Let's Write English*. New York: Litton Educational Publishing International, p. 288.

their objects and other parts of the sentence, such as location, place, direction, time, manner, agent, possession, and condition. Phrases with prepositions typically include details requested by the terms of query, who, what, where, where, why, how and how long. Its object is the noun or pronoun which follows the preposition. An object pronoun is always a noun used in this position: me, you, him, her, that, us, and them. The preposition plus its object is referred to as the prepositional statement.¹⁴ In other words, a preposition is a word used to denote the relationship between nouns or pronouns with the other words in the expression, indicating time, place, manner, or degree, etc.

2.1.1.2 Kind of Preposition

Based on word combination, preposition is divided into:¹⁵

1. One-word preposition

Prepositions in this group are round; to; through; against; behind; beside; about; before; above; among; away; back; beneath; near; of; out; over; since; till; up; beyond; backwards; for; inside; on; off; around; between; onward; under; within; from; front; by; via; without; in; into; after; below; ahead; at; etc.

Examples:

¹⁴ *Ibid*, p. 288-289.

¹⁵ A. Faidal Rahman Ali. 2011. *English Grammar Completed Edition*. Yogyakarta: Pustaka Widiatama, p. 149-151.

*They talk **about** the tomorrow presentation in Jakarta at the class.*

*That cake is **for** Mike.*

2. Two-word combination preposition

Prepositions in this group are along with; together with; because of; according to; instead of; outside of; away from; owing to; inside of; next to; up to; etc.

Examples:

*Our class is **next to** library.*

*Many people lost their cars **because of** the flood.*

3. Three-word combination preposition

Prepositions in this group are in spite of; in passion of; on account of; as well as; in front of; by means of; in point of; by reason of; on top of; with respect of; in course of; on behalf of; in view of; etc.

Examples:

*The view in this village is **as well as** the view in my town.*

*The car is service station now **in account of** a car crash.*

4. Four-word combination preposition

Prepositions in this group are in the field of; with a view to; with the purpose of; for the sake of; in the

eye of; in the front of; on the score of; upon the subject of; for the purpose of; in the place of; etc.

Examples:

*The teacher gave some tasks **for the purpose of** training the students.*

*What they do is forbidden **in the eye of** the Indonesia law.*

2.1.1.3 Preposition Functions

As a part of speech in English, preposition has some functions as follows

1. To express cause or reason, such as: for, from, owing to, because of, of, through, and in consequence of.¹⁶

*The baby is crying **of** hunger.*

2. To express sustainability, by using preposition “to”.

¹⁷

*They keep **in eye on** him from the beginning **to** end.*

3. To express place and position¹⁸, such as between, under, beside, after, over, above, behind, among, to, on, in front of, in, at, etc.

*The plane flies **over** our home.*

¹⁶ Panca Prastowo. 2009. *Jurus Jitu Memahami Part of Speech*. Jogjakarta: Gerailmu, p. 187

¹⁷ George E. Wishon, Julia M. Burks. 1980. *Let's Write English*. New York: Litton Educational Publishing International, p. 289.

¹⁸ *Ibid*, p. 289.

4. To express time¹⁹, such as before, after, at, during, etc.

*We had arrived in London **before** summer.*

5. To express distance²⁰, by using “for”.

*His town is **for** miles and miles from my town.*

2.1.1.4 Preposition Position

One of the preposition function is to connect between noun and pronoun, or with other words which can be placed in sentence:²¹

1. Before nouns, pronouns, gerunds, and phrases which is called preposition phrase or free preposition. For instance:

*Kaya brought a gift **for** us.*

*Mark always swims **in the** afternoon.*

2. After verbs, adjectives, and nouns which is called bound preposition.

- a. Preposition after verb: sit down; turn of; put on; leave for; stand up; suffer from; listen to; depend on/upon; believe in; laugh at; wait for; etc., for example:

*The students **listened to** the teacher carefully.*

*Every Muslim **believes in** Allah.*

¹⁹ *Ibid*, p. 290.

²⁰ *Ibid*, p. 291.

²¹ A. Faidal Rahman Ali. 2011. *English Grammar Completed Edition*. Yogyakarta: Pustaka Widiatama, p. 155-156.

*What will you get in the future **depends on** what you do today.*

- b. Preposition after adjective: afraid of; similar to; fond of; different from; interested in; full of; angry with; famous of; etc., for instance:

*The man we met is **different from** what we see in the picture.*

*The committee looks so **interested in** our project.*

*This book is **similar to** the book I bought yesterday.*

- c. Preposition after noun: on account of; in case of; in amount of; in return for; co-operation with; in reference to; on behalf of; in reply to; etc, for example:

*They give us souvenir **in amount of** two big boxes.*

***In case of** fire, you should push this bottom to enter the secret chamber.*

*Please complete this form **in replay to** their email.*

In this paper, the researcher focused on preposition of place and position: **in front of, under, at, behind, beside, in, on, above, over, and between.**

2.1.2 Ability

Ability is described as the ability to perform a task or fact that someone or something is capable of performing a task: *The system has ability to run more than one program at the same time.*²² Ability is described as the quality or state of being able, acquired proficiency, or natural aptitude, according to Merriam Webster's Collegiate Dictionary.²³

Allah explains the abilities that Allah has provided to humans in the Al-Qur'an. In Surah An-Nahl, Allah says: 78:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ
وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

Meaning:

“It is He who brought you forth from the wombs of your mothers when ye knew nothing; and He gave you hearing and sight and intelligence and affections: that ye may give thanks (to Allah).”²⁴

²² A S Hornby. 2003. *Oxford Advanced Learner's Dictionary*. China: Oxford University Press, p. 2.

²³ Merriam Webster's Collegiate Dictionary Eleventh Edition. 2003. United States of America: An Encyclopedia Britannica Company, p. 3.

²⁴ Tim Editor Qomari. 2008. *Al-Qur'an Terjemahan Indonesia-Inggris*. Solo: Penerbit Al-Qur'an Qomari, p. 545.

In this verse, Allah bestows some comforts on humans, including 1) He took you from your mother's womb, and you knew nothing; then He gave you senses of hearing, sight, and intellect. 2) With intelligence given by Allah, you can make your living quarters and small huts out of animal skins that you can easily carry on your journey. 3) Sheep feathers may be used to create a dress, a carpet, and furniture.²⁵

According to Quraish Shihab in *Tafsir Al-Mishbah*, the verse above uses the singular form of the word (لَسْمَعًا) as-sam'/hearing and positions it before the plural form of the words (لَأَبْصَارًا) al-abshar/sights and (لَأَفْئِدَةً) al-af'idah/mind forms.

The term al-af'idah is a plural form of (فؤاد) fu'ad, which the author translates as various types of mind to display plural meaning. Scholars of Islam interpret this term to mean "mind." This interpretation can be accepted if what is said is a partnership of thought and mind power that binds someone so that he does not fall into sin or rebelliousness. As a result, it was included in the sense of the capacity for obtaining divine light and inspiration.²⁶

The hearing comes before seeing, which is the right arrangement since modern medicine prioritizes auditory functions over vision. It begins to ground within the first week

²⁵ Mahmud Yunus. 2002. *Tafsir Quran Karim*. Jakarta: Hidakarya Agung, p. 391.

²⁶ M. Quraish Shihab. 2002. *Tafsir Al-mishbah*. Jakarta: Lentera Hati, p. 673.

of the baby's life. Vision, on the other hand, begins in the third month and ends in the sixth month. After the auditory and visual capacities, the thinking and mind capacities work to differentiate between good and bad. Thus, the arrangement of three senses in this verse demonstrates the stage development of sense functions.²⁷

Following that, the plural form is chosen for sights and mind because what is heard is always the same, both a person and many people, and where the voice comes from. It differs from what is seen. Deference is due to one's standing and point of view, as well as the result of one's mind and heart at work. Human's heart can be happy, sad, hate, and misses which can have different level even though the object is same.²⁸

The other definition of ability is the nature or state of being able; the power to act, whether physical, spiritual, academic, conventional, or legal; capacity; skill or expertise in doing; sufficiency of strength, skill, energy, etc.; in the plural, faculty, talent.

2.1.3 Strategy

2.1.3.1 Definition of Strategy

We need a plan for teaching English that will make it easier for students to understand the subject. There are many

²⁷ *Ibid*, p. 673.

²⁸ *Ibid*, p. 673.

definitions of strategy. The first is the science and art of using a nation's or community of nations' political, economic, psychological, and military powers to have the most significant possible support for adopted policies in peace or war, a variation of or instance of the use of strategy, a careful arrangement or process, an adaptation or complex of adaptations.²⁹

Second, strategy is a scheme that is followed to accomplish a particular goal, a method of organizing something or carrying out a plan skilfully, and the ability to plan the deployment of troops in a conflict or war.³⁰

Richards describes strategy as "a scheme, step, or deliberate action taken by the learner to make learning more straightforward, quicker, more fun, more self-directed, more efficient, and more transferable to new circumstances."³¹

Strategy is described by MacDonald as "the art of skilfully carrying out a strategy." The art of doing things skilfully is referred to as strategy. Strategy is described by Seels and Richey as requirements for selecting and sequencing events and activities within a lesson.³²

²⁹ Merriam Webster's Collegiate Dictionary Eleventh Edition, *op.cit.*, p. 1233.

³⁰ A S Hornby. 2003. *Oxford Advanced Learner's Dictionary*. China: Oxford University Press, p. 1336.

³¹ Richards, J.C. 1986. *Longman dictionary of applied linguistics*. New York: Cambridge University Press, p. 274

³² Seels, B.B. and Richey, R.C. 1994. *Instructional technology: The definition and domains of the field*. AECT, Washington DC, p.31

According to Haidir and Salim, the term strategy is often translated by technique or process, which is a way to communicate a message to students, in this case, subject matter, to achieve the specified learning goals.³³ On the other hand, “The strategy may include, among other things, 1) methods, 2) techniques, 3) the selection of sources, including the media used in learning, 4) grouping pupils, and 5) evaluation of success”.³⁴

Next, according to Kemp in Rustam's book, the technique is a learning task that must be completed by both the teacher and the students in order for the learning goal to be successfully accomplished. Similarly to Kemp, Dick, and Carey, mentioned that a learning technique is a set of content and process learning that is used in tandem to influence students' learning outcomes.³⁵

According to Djamarah and Zain (1997:5), there are four fundamental strategies of learning tasks, which are as follows:³⁶

- a. Identify and assess the specifications and characteristics of predicted student behavior and personality changes.

³³ Haidir, & Salim. 2012. *Strategi Pembelajaran*. Medan: Perdana Publishing.p . 99

³⁴ *Ibid*, p. 100

³⁵ Rustam. 2011. *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*. Jakarta: RajaGrafindo Persada, p. 132.

³⁶ Bahri, Syaiful Djamarah dan Aswan Zain. 1997. *Strategi Belajar Mengajar..* Jakarta: Rineka Cipta, p. 5

- b. Selecting a training and learning approach method focused on people's life goals and perspectives.
- c. Selecting and assessing the processes, practices, and instructional strategies that are thought to be the most suitable and efficient so that they can be used as a reference by teachers in carrying out their teaching activities.
- d. Establishing norms and minimum limits of achievement, as well as requirements and benchmarks of performance, so that teachers can use them as a reference in conducting and assessing the outcomes of teaching and learning programs, which can then be used as guidance to enhance learning.

There are some verses and hadits in Islam that describe policy, such as Surah Al-Maidah: 67.

يَا أَيُّهَا الرَّسُولُ بَلِّغْ مَا أُنزِلَ إِلَيْكَ مِنْ رَبِّكَ وَإِنْ لَمْ تَفْعَلْ فَمَا بَلَّغْتَ رِسَالَتَهُ وَاللَّهُ
يَعْصِمُكَ مِنَ النَّاسِ إِنَّ اللَّهَ لَا يَهْدِي الْقَوْمَ الْكَافِرِينَ

Meaning:

“O messenger. Proclaim the (message) which hath been sent to thee from thy Lord. If thou didst not, thou wouldst not have fulfilled and proclaimed His mission. And Allah will defend thee from men (who mean

mischief). For Allah guideth not those who reject faith."³⁷

In this verse, Allah commands Prophet Muhammad SAW to apply all verses sent to people. Moreover, despite the fact that it is a verse, it cannot be obscured and left. If it is not completed, it indicates that he does not intend to expand the treatise. Prophet Muhammad did an excellent job of extending Al-Qur'an to his closest relatives, both orally and in writing. Then his closest associates and Islamic scholars apply it to everyone.³⁸

Then, in Surah An-Nahal: 125, Allah discusses strategy.

أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ
رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ^ط

Meaning:

“Invite (all) to the Way of thy Lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious: for thy Lord knoweth best

³⁷ Tim Editor Qomari. 2008. *Al-Qur'an Terjemahan Indonesia-Inggris*. Solo: Penerbit Al-Qur'an Qomari, p. 226.

³⁸ Mahmud Yunus. 2002. *Tafsir Quran Karim*. Jakarta: Hidakarya Agung, p. 162.

who have strayed from His Path, and who receive guidance”³⁹

In this verse, Allah SWT instructs His messenger on how to welcome people (da'wah) to the path of Allah. The path of Allah in this verse refers to Allah's religion, Islam, as revealed to the prophet Muhammad Saw.⁴⁰

Then, according to hadits, Anas r.a said that the prophet Muhammad SAW said:⁴¹

عن أنس رضي الله عنه أن النبي صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ كَانَ إِذَا تَكَلَّمَ بِكَلِمَةٍ
أَعَادَهَا ثَلَاثًا حَتَّى تُفْهَمَ عَنْهُ ، وَإِذَا أَتَى عَلَى قَوْمٍ فَسَلَّمَ عَلَيْهِمْ سَلَّمَ عَلَيْهِمْ ثَلَاثًا
رواه البخاري

Meaning:

From Anas r.a. *“If the Prophet Muhammad says something, then he is always repeating it three times. And if Prophet Muhammad visit a community, he will say salaam three times.”*

³⁹ Abdullah Yusuf 'Ali. 2008. *The Holy Qur'an: Original Arabic Text with English Translation & Selected Commentaries*. Kuala Lumpur: Saba Islamic Media, p. 331-332.

⁴⁰ Departemen Agama RI. 2010. *Al-Qur'an dan Tafsirnya Jilid V*. Jakarta. Lentera Abdi. p. 418.

⁴¹ Mansyur Ali Nasyif. 1993. *Mahkota Pokok-Pokok Hadis Rasulullah*, terjemahan Bahrn Abu Bakar. Bandung: Sinar Baru, p. 173.

The prophet Muhammad repeats his sentences three times because he needs the people to understand and internalize what he means.

2.1.3.2 Kinds of Strategies

There are numerous strategies for teaching English, such as:

1. Synergetic Teaching Strategy. This technique links two distinct learning types. It helps students share the effects of studying from the same content in different ways by integrating their notes.⁴²
2. Point-Counterpoint Strategy. It is the perfect approach for including students in in-depth discussions on challenging topics. It ends with dialogue, but its formality is incomplete.⁴³
3. Index Card Match. Lorna Curran created this technique, and the unique feature of this strategy is that students look for their pair when learning about a topic in a joyful state.⁴⁴
4. Think-Pare-Share. Frank Lyman and Spencer Kagan devised this technique. It allows students to work independently, in groups of two, and then in groups of four.⁴⁵

⁴² Mardianto. 2011 (et al). *Micro Teaching*. Medan: Badan Penerbit Fakultas Tarbiyah IAIN-SU, p. 32.

⁴³ *Ibid*, p. 34.

⁴⁴ Syafaruddin. 2012 (et al). *Modul Pendidikan dan Latihan Profesi Guru*. Medan, p. 78.

⁴⁵ *Ibid*, p. 78

5. Jigsaw. This technique is enjoyable to use if the subject to be mastered can be broken into sections and does not need to be learned in chronological order. The innovative aspect of this approach is that it will include all students in the learning process while still educating others.⁴⁶
6. Number Head Together. Spencer Kagan came up with this strategy. It allows students to exchange thoughts and consider the correct answer. Furthermore, this approach helps students to increase their passion for working together.⁴⁷
7. The Power of Two Strategy. This technique is used to enhance learning and demonstrate the value of synergy—that is, why two heads are more significant than one.⁴⁸

While there are several strategies for learning English, the researcher would focus on the power of two strategies in this study. The researcher selected this technique because it is often used in mathematical analysis. As a result, the researcher was enticed to use this technique in teaching English, mainly prepositions. The researcher was also

⁴⁶ Mardianto. 2011 (et al). *Micro Teaching*. Medan: Badan Penerbit Fakultas Tarbiyah IAIN-SU, p. 41.

⁴⁷ Syafaruddin. 2012 (et al). *Modul Pendidikan dan Latihan Profesi Guru*. Medan, p. 78

⁴⁸ Agus Supijono. 2010. *Cooperative Learning Teori dan Aplikasi Paikem*. Yogyakarta: Pustaka Belajar, p. 184.

interested in how it could enhance the students' abilities to use prepositions.

2.1.4 The Power of Two Strategy

2.1.4.1 Definition of The Power of Two Strategy

In teaching English, we should use several techniques, like the power of two. The force of two approaches is used to aid cooperative learning and affirm the significance and utility of two persons' synergy. This approach is based on the fundamental premise that thinking together (two people) is superior to thinking alone.⁴⁹ The power of two means “combining the strengths of two people”.⁵⁰ In this case, combining the power of two groups is to form a small party, \ search group consisting of two or five people (students) (students). This activity \ scarried out such that the synergy appeared, namely that two or three individuals are more potent than one.

The power of two learning method is part of the Power of Two strategy, which is one of the best ways to improve learning more actively by giving learning tasks that are carried out in a deep small group of students. Peer support and diversity of opinion, knowledge, and skills will help make learning a valuable part of the classroom climate. However, learn together is not always practical. There may be unbalanced participation, poor communication, and confusion.⁵¹

⁴⁹ Mardianto. 2011 (et al). *Micro Teaching*. Medan: Badan Penerbit Fakultas Tarbiyah IAIN SU, p. 39.

⁵⁰ Ramayulis. 2006. *Metodologi Pendidikan Islam*. Jakarta: Nusa Media, p. 110.

⁵¹ Mel Siberman. 2020. *Active Learning: 101 Metode Pembelajaran Aktif*, Yogyakarta: Pustaka Insan Madani, p. 161.

The strength of the two to achieve ease in student learning is to use the process, conversation, group work when applying this learning strategy using various approaches that obey the learning method's steps.

Two methods can optimize (together) learning cooperation and minimize the distance between students. In educational environments, interactive learning is now becoming popular. To place students in communities to give them jobs where they are mutually dependent on achieving their work, is a great way to help students meet their needs. They prove to be more appealing to study when they do it alongside their fellow students. Mel Silberman confirms the following:

Collaborative learning activities help direct active learning. Although independent learning and complete classroom instruction also encourages active learning, the ability to teach through collaborative work activities in groups small will allow you to position learning by learning active.⁵²

The Power of Two learning is a joint learning practice that encourages synergy, interests, and rewards. As a result, two heads are unquestionably superior to one.⁵³ According to the above definition, the Power of Two learning approach is a technique or trick that educators must master and use to

⁵² *Ibid*, p. 10.

⁵³ *Ibid*, p. 161.

accomplish the stated learning goals by integrating two individuals' strengths in the teaching and learning process.

2.1.4.2 Procedure of The Power of Two Strategy

Student actions, not teacher activities, decide the instructional method for applying the power of two strategy. It implements the power of two's fundamental principles and learning methods, namely maximizing student activity, and the first step is to choose learning materials; the teaching materials will fill the learning process. Students must determine what should be done and how it should be done in teaching and learning programs.

Listening, watching, observing, asking, doing, talking, solving problems, explaining, illustrating or describing, attempting, and so on are examples of teaching and learning practices in learning lesson material. There are procedures for achieving learning goals optimally through the execution of the power of two strategy. A teacher must be able to use the power of two learning strategies correctly, accurately, and reliably in the teaching and learning process by following the power of two strategies.

The strength of two strategy procedures are as follows:

1. Ask one or more questions that involve thinking and reflection.
2. Students are expected to respond to the questions separately.

3. Once all students have responded to the questions, encourage them to form pairs and exchange and evaluate their responses.
4. Advise those couples to write the latest responses and rewrite their own.
5. Once all of the couples have finished their new replies, compare each couple's responses.

The power of two strategies can also be varied depending on the personality and conditions or desires of a class in an educational institution. It can be accomplished by 1) Ask the whole class to decide the best answer to each question. 2) Delegate relevant questions to your colleague to save time. It is preferable to each pair answering all of the questions.⁵⁴

2.1.4.3 Advantages and Disadvantage of The Power of Two Strategy

Using the power of two in the learning process has several benefits, including 1) Students do not have to focus on their teacher but may improve their trust in their own abilities to think, discover knowledge from different sources, and learn from others students. 2) To enhance students' verbal and written expression of an idea or concepts and their ability to equate their ideas. 3) To assist students with collaborating with others, being mindful of their limitations, and

⁵⁴ *Ibid*, p. 162.

considering all of their flaws. 4) To support students with taking on additional responsibility in carrying out their roles. 5) To boost their morale and stimulate their thinking. 6) To develop their academic performance and social skills.

Aside from the gains, the power of two strategy has a few drawbacks:

- 1) The teacher must carefully plan the lesson, which takes a lot of effort, thinking, and time.
- 2) In order for the learning process to operate smoothly, services and equipment are needed.
- 3) When one participant dominates a class during a conversation, the others become passive

2.2 Hypothesis

The hypothesis is “The students' abilities to use prepositions in sentences can be improved by implementing the power of two strategy,” based on the clarification of the theoretical and context of thinking above.

CHAPTER III

RESEARCH METHOD

This chapter will describe research site and design, participant, data collection instrument, techniques of data collection, and technique of data analysis to avoid ambiguity.

3.1 Research Site and Participant

This research was conducted in one of the Junior High School in Medan. This school was chosen because 1) The researcher performed PPL at this school, 2) No previous research has been conducted in this field, 3) The location is readily available in terms of location and time, making for quick data collection.

The subjects of this study were ninth-grade students from two classes at Junior High School. The subject was only taken from one class, which had 27 students. This class consists of 15 female students and 12 male students. The justification for selecting ninth-grade students as the focus of this research was that the researcher discovered that the students still have a low skill in using prepositions in sentences, especially prepositions of place, based on the first observational interview with the English teacher. When they answered the questions concerning prepositions, they

encountered specific difficulties. As a result, the researcher decided to strengthen their ability to use prepositions.

3.2 Research Design

The design of this research is classroom action research. The term "action research" refers to a particular category of applied research. According to Burns⁵⁵, action research aims to enhance the level of activity in a social situation through the coordination and participation of academics, professionals, and laypeople. On the other hand, classroom action research is a study conducted by a teacher to solve a learning process challenge. It is carried out over a sequence of loops that have been designed to improve execution in order to get a better outcome.

⁵⁵ Burns, A. 1999. *Collaborative Action Research for English Language Teachers*. New York: Cambridge University Press. p. 30

The following diagram illustrates the concept of cycles:⁵⁶

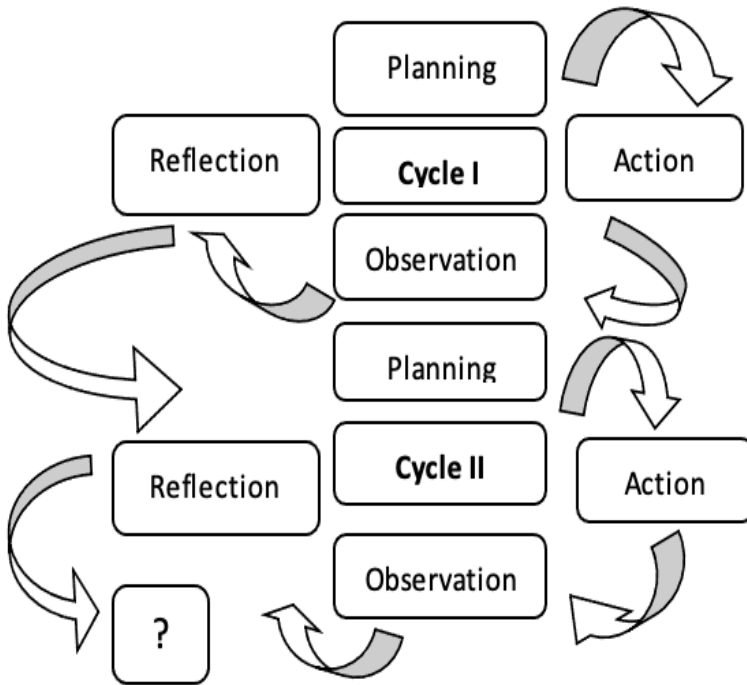


Figure 3.1 The Cycle of Classroom Action Research

Kemmis and McTaggart define the model of classroom action research used in this study as consisting of four steps in a spiraling cycle.⁵⁷ here are some of them, including a) Planning. Here, the researcher plans all that will be used in carrying out the action, such as planning a lesson plan, the

⁵⁶ Istarani. 2012. *Penelitian Tindakan Kelas*. Medan: Mediapersada, p. 94.

⁵⁷ Burns, Anne. 2010. *Doing Action Research in English Language Teaching*. New York: Routledge, p. 32

material that will be included in the action, and the test material that will be used during the action to provide input about whether or not the speech progresses; b) Action. The researcher carried out the plan after planning the lesson plan, the material, and the assessment. The researcher used the Dominoes game to teach vocabulary in this review. The Dominoes game was played in groups by the students. The post-test was offered to the students at the end of the semester. c) Observation. The researcher observes the implications of the objectively educated action in its context. Aside from that, the researcher creates an observation sheet about the method of teaching and studying; d) Reflection. Following the discovery, the researcher moved on to the next level, which was contemplation. The researcher focused on how the teaching-learning process functions in this phase. The role of reflecting is to understand the action's shortcomings and strengths. Other arrangements were made in case the action did not boost the students' speaking skills.

Burns further suggests the following features of action research:

1. Since it recognizes and investigates issues within a particular situation, intervention analysis is contextual, small-scale, and localized
2. It aims to impact transformation and progress in reality

3. It is participative in the sense that it proposes collective inquiries by teams of colleagues, clinicians, and scholars
4. Changes in behavior depend on gathering facts or evidence that serve as the impetus for reform.⁵⁸

The primary reasons assume that action research is a form of research that seeks to improve unsatisfactory aspects of the teaching and learning process. It is possible to identify problems in the field and then attempt to solve the problems. Its goal is to solve a particular classroom issue or make a decision in a single local location. It also stresses the participatory and inclusive value of action research to motivate the method.

This study utilized two learning cycles, which included plan, action, observation, and reflection. The cycle's steps were as follows:

- 1.) Planning
 - a. The researcher organized the lesson plan and media used in the teaching and learning process.
 - b. Prior to applying the technique, the researcher created a pre-test as an instrument to assess the students' abilities to use prepositions.

⁵⁸ Burns, A. 1999. *Collaborative Action Research for English Language Teachers*. New York: Cambridge University Press. p. 30

- c. The researcher performed post-tests for cycles 1 and 2.
- d. The researcher chose the partner who assisted with the study.
- e. The researcher prepared a camera, a questionnaire, and an evaluation sheet, which were used to record all of the events and situations that happened when the power of two technique was used in the learning process.

2) Action

During this process, the researcher took on the role of a teacher and participated in class events such as:

1. During the first session, the researcher only performed a pre-test.
2. At the second meeting, the researcher took on the role of teacher and showed the effectiveness of the two-pronged approach.
3. The teacher asked the students several concerns regarding the use of prepositions in sentences.
4. The teacher told the students to respond to the questions individually.
5. After both students had answered the questions, the teacher instructed them to form a pair.
6. The teacher instructed the students to exchange their responses with one another.

7. The teacher advised each pair to generate new responses for each question and rewrite their previous answers.
8. After both couples had written new responses, the teacher and students compared each couple's answers to the answers of the other couples in the class.
9. The teacher demonstrated to the students the sense of prepositions of location and how to use them in sentences.
10. The teacher measured the students' comprehension by telling them what content they really did not comprehend.
11. The teacher went into more depth about prepositions.
12. The lesson was concluded by the teacher.
13. The first post-test was provided by the teacher.

3) Observation

1. During the learning process, the researcher will track and report the behaviors of the students.
2. The researcher will observe and document the students' abilities to use prepositions in sentences.

4) Reflection

1. The researcher will interpret and assess the observational data.
2. The researcher will formulate the next course of action.

3.3 Instrument of Data Collection

The researcher uses five data collection instruments, namely interview, observation sheet, diary notes, documentation, and test. An interview is a structured meeting at which you speak to others and ask them a question to see whether they are eligible for a career, course of study, etc.⁵⁹ The interview included several concerns about the teacher's duties, media, and evaluation procedure. Furthermore, the interview was designed to show the teacher's perspectives on using practices, media, and appraisal in the classroom to teach English pronunciation. The interview is a verbal exchange between two people, the interviewer and the interviewee, to collect specific information for the study.⁶⁰ Furthermore, the interview allows participants to explain their experience of the situation from their point of view.⁶¹

⁵⁹ A S Hornby. 2003. *Oxford Advanced Learner's Dictionary*. China: Oxford University Press, p. 712.

⁶⁰Cohen, L., Manion, L. and Morrison, K. (2000) *Research Methods in Education*. 5th Edition, Routledge Falmer, London, p. 268

⁶¹ *Ibid*, p. 267.

Despite the importance of contemplation in the teaching process, an observer assisted the teacher in ensuring objectivity. Per the meeting, the observer filled out an observation sheet. The observation sheet enhances data interpretation since it is intended to understand the event's context.⁶²

The observation sheet used in this study was formal observation with rating scales for judging measurable behavior.⁶³ The observation sheet was developed by focusing on how students behaved in class and how they listened to their teacher. There had been a note section in the observation sheet for the observer to explain the overall learning process and a reflection column in which the observer reflected on the learning process's shortcomings. These observations will be examined along with the teacher and the observer in order to create any reflections. The reflection was developed into the following cycle form so that the next cycle would run more efficiently.

Fitzpatrick defines a diary (also known as a journal) as a log (originally in handwritten format) of separate entries organized by the date reflecting what happened for a day or other time.⁶⁴ A personal diary can include a person's experiences, emotions, or opinions and commentary on

⁶² *Ibid*, p. 305

⁶³ *Ibid*, p. 306.

⁶⁴ Fitzpatrick, M. (2005). *Engaging Writing Paragraph and Essay*. London: Longman , p. 15

current affairs that are not directly related to the writer. In this study, diary notes are used to record students' actions in class and to collect details about students' reactions during the learning process.

Suharsimi describes documentation methods as "an operation to search for variables such as records, transcribes, journals, newspapers, magazines, and so on."⁶⁵ This approach is not too complicated since even though a mistake happens, the source data stays untouched. Aside from making a note in this section, the researcher took photos as evidence of teaching-learning behavior.

3.4 Technique of Data Collection

The researcher used interviews, observation, diary notes, documentation, and test in collecting the data. The researcher interviewed the teacher to learn about the students' abilities to use prepositions. The outcome was reported in a diary. Next, the researcher monitored the teacher and students' behaviors during the learning process and recorded them on an observation sheet. The researcher also used a diary note to record students' behaviors and excitement during the learning process. For documentation, a photograph and a response sheet were used.

⁶⁵ Arikunto, Suharsini. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta, p. 274

The pretest consists of ten multiple-choice questions and ten fill-in-the-blank questions concerning the use of prepositions in sentences, and it was conducted before implementing the power of two strategy. Although the post-test was offered after implementing the power of two strategies, it consisted of answering ten multiple-choice questions and ten fill-in-the-blank questions about using prepositions in sentences.

3.5 Technique of Data Analysis

This study would apply both quantitative and qualitative data. The qualitative evidence can be discovered by explaining the teaching and learning process. The data from the observation sheet, interview, and document would be analysed and interpret. Meanwhile, the quantitative data could be discovered by reviewing the students' grades. These data would be processed by calculating the preposition test value. The researcher would use the following formula to calculate the mean of students' scores in each cycle:⁶⁶

$$M_x = \frac{\sum X}{N}$$

\overline{M}_x : The means of the students

⁶⁶ Anas Sudijono. 2007. *Pengantar Statistik Pendidikan*. Jakarta: PT RajaGrafindo Persada, p. 81.

ΣX : The total score

N : The number of the students

The researcher would then use the following formula to categorize the number of students who will pass the exam successfully:

$$P = \frac{R}{T} \times 100\%$$

P : The percentage of students who got point up 70

R : The number of students who got point up 70

T : The total number of students who did the test.

The researcher would then use this formula to see if the test differs after using the technique.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

\bar{D} : Mean of difference of post-test 1 and post-test 2

D : Difference of post-test 1 and post-test 2

N : The number of students

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

This chapter explicates findings and discussion of how the power of two improve students' skill in using preposition by using a classroom action research study in this paper.

4.1 The Data

Qualitative and quantitative methods is used to interpret the data. The quantitative results is derived from the mean of the students' test scores. This thesis was carried out in a single class of 27 students. It took two cycles to complete. Every cycle had four steps: planning, action, observation, and reflection. The first cycle, which included a pre-test, was completed in two sessions, while the second cycle was completed in one meeting. The students took the post-test at the end of each cycle's meeting. Interviews, observation sheets, diary notes, and documentation were used to collect qualitative evidence.

4.1.1 The Quantitative Data

The quantitative data is derived from the results of the students' tests, which were administered in two cycles. Three sessions were held. The students were given a pre-test and

post-test forms in the first cycle and post-test forms in the second cycle. The following table displays the exam results of the students.

Table 4.1 The Students' Test Result in Post-Test of the First Cycle

No.	Pseudonym	Score		
		Cycle I		Cycle II
		Pre-Test	Post Test	Post Test
1.	Student 1	32	56	76
2.	Student 2	50	76	100
3.	Student 3	68	70	100
4.	Student 4	68	72	100
5.	Student 5	76	80	100
6.	Student 6	36	44	90
7.	Student 7	18	42	56
8.	Student 8	32	36	40
9.	Student 9	42	56	90
10.	Student 10	64	68	90
11.	Student 11	34	44	74
12.	Student 12	76	76	100
13.	Student 13	40	76	100
14.	Student 14	70	84	96
15.	Student 15	50	68	100
16.	Student 16	68	70	100
17.	Student 17	68	70	100
18.	Student 18	80	80	100
19.	Student 19	74	84	100
20.	Student 20	72	76	100
21.	Student 21	40	50	74
22.	Student 22	42	50	90
23.	Student 23	68	70	90
24.	Student 24	34	48	58
25.	Student 25	68	70	100
26.	Student 26	76	78	88
27.	Student 27	78	80	100
TOTAL		$\Sigma x = 1524$ $M_{\bar{x}} = 56,44$	$\Sigma x = 1774$ $M_{\bar{x}} = 65,70$	$\Sigma x = 2412$ $M_{\bar{x}} = 89,33$

4.1.2 The Qualitative Data

The observation sheet, diary notes, interview, and documents were used to collect qualitative data.

4.1.2.1 Observation

The observation sheet was used to observe the situation of the teaching and learning prepositions by using the power of two strategy, especially students' actions and teacher-student interaction.

Using an observation sheet, the researcher found that students were engaged and optimistic about studying prepositions during the power of two strategy's implementation. The students were already uncertain about the content being learned at the first meeting, and some of them were passive, but by the second meeting, they were more active and could develop their ability to use prepositions.

The power of two strategy assisted students in improving their ability to use prepositions in sentences by communicating their experiences with one another. This technique also encouraged them to be more involved since it split the students into small groups of two students.

4.1.2.2 Interview

Before performing the observation, the researcher consulted with an English teacher about the difficulties of understanding prepositions. It was discovered that a lack of

media and technique caused the teacher's difficulties in teaching prepositions. Furthermore, many students do not have dictionaries, so their vocabulary is limited. As a result, the students found it challenging to create new sentences using prepositions.

4.1.2.3 Diary Note

According to the diary notes, some students were passive and lazy to prepare at the first meeting. That was because they were already unsure about the process, and the time of the study was at the end of the learning schedule, so they were exhausted and had less focus. However, once they are aware of the process, the students will retain their attention and become more involved in studying prepositions at the next class. As a result, many students were no longer afraid to question what they did not understand.

4.2 Data Analysis

The data in this research were divided into two kinds, namely:

4.2.1 The Quantitative Data

At the end of each cycle, the researcher presented multiple-choice and fill-in-the-blank exams to the pupils. It was also learned that the students' examination outcomes changed from the pre-test to the final post-test at the second cycle.

The data analysis is presented as follows:

Table 4.2 The Students' Test Result in Post-Test of the Second Cycle

No.	Pseudonym	Pre-Test in Cycle I	
		Score	Success Criteria (>70)
1.	Student 1	32	Unsuccessful
2.	Student 2	50	Unsuccessful
3.	Student 3	68	Unsuccessful
4.	Student 4	68	Unsuccessful
5.	Student 5	76	Success
6.	Student 6	36	Unsuccessful
7.	Student 7	18	Unsuccessful
8.	Student 8	32	Unsuccessful
9.	Student 9	42	Unsuccessful
10.	Student 10	64	Unsuccessful
11.	Student 11	34	Unsuccessful
12.	Student 12	76	Success
13.	Student 13	40	Unsuccessful
14.	Student 14	70	Unsuccessful
15.	Student 15	50	Unsuccessful
16.	Student 16	68	Unsuccessful
17.	Student 17	68	Unsuccessful
18.	Student 18	80	Success
19.	Student 19	74	Success
20.	Student 20	72	Success
21.	Student 21	40	Unsuccessful
22.	Student 22	42	Unsuccessful
23.	Student 23	68	Unsuccessful
24.	Student 24	34	Unsuccessful
25.	Student 25	68	Unsuccessful
26.	Student 26	76	Success
27.	Student 27	78	Success
TOTAL		$\Sigma x = 1524$ $M_x = 56,44$	

According to the table of pre-test results in the first period above, the overall score of the students was 1524, and the number of students who took the test was 27, so the mean of the students' test results was:

$$\begin{aligned} \overline{M}_x &= \frac{\sum X}{N} \\ &= \frac{1524}{27} \\ &= 56,44 \end{aligned}$$

According to the above analysis, the students' ability to master prepositions was poor, as the mean of their test results was 56,44.

The number of students who were proficient in using prepositions in sentences was determined using the following formula:

$$P = \frac{R}{T} \times 100\%$$

Percentage of the success students in mastering preposition was:

$$\begin{aligned} P &= \frac{7}{27} \times 100\% \\ &= 25,92\% \end{aligned}$$

The percentage of the unsuccessful students in mastering preposition was:

$$\begin{aligned} P &= \frac{20}{27} \times 100\% \\ &= 74,07\% \end{aligned}$$

According to the initial study findings, the students' ability to master prepositions was lacking when they took the

pre-test. The percentage of successful students was 25,92 percent, while the percentage of failed students was 74,07 percent. In other words, only seven students met the research's performance criterion, with a score of 70. Furthermore, 19 students were unable to attain this benefit. As a result, the first post-test was conducted at the second meeting.

The below is an overview of students' exam results from the first cycle:

Table 4.3 Data Analysis of Students' Test Result in Pre-Test and Post-Test of the First Cycle and the Second Cycle

No.	Pseudonym	Cycle I				Cycle II	
		Pre-Test		Post-test I		Post Test II	
		Score	Criteria Success (>70)	Score	Criteria Success (>70)	Score	Criteria Success (>70)
1.	Student 1	32	Unsuccessful	56	Unsuccessful	76	Success
2.	Student 2	50	Unsuccessful	76	Success	100	Success
3.	Student 3	68	Unsuccessful	70	Unsuccessful	100	Success
4.	Student 4	68	Unsuccessful	72	Success	100	Success
5.	Student 5	76	Success	80	Success	100	Success
6.	Student 6	36	Unsuccessful	44	Unsuccessful	90	Success
7.	Student 7	18	Unsuccessful	42	Unsuccessful	56	Unsuccessful
8.	Student 8	32	Unsuccessful	36	Unsuccessful	40	Unsuccessful
9.	Student 9	42	Unsuccessful	56	Unsuccessful	90	Success
10.	Student 10	64	Unsuccessful	68	Unsuccessful	90	Success
11.	Student 11	34	Unsuccessful	44	Unsuccessful	74	Success
12.	Student 12	76	Success	76	Success	100	Success
13.	Student 13	40	Unsuccessful	76	Success	100	Success
14.	Student 14	70	Unsuccessful	84	Success	96	Success
15.	Student 15	50	Unsuccessful	68	Unsuccessful	100	Success
16.	Student 16	68	Unsuccessful	70	Unsuccessful	100	Success
17.	Student 17	68	Unsuccessful	70	Unsuccessful	100	Success
18.	Student 18	80	Success	80	Success	100	Success
19.	Student 19	74	Success	84	Success	100	Success
20.	Student 20	72	Success	76	Success	100	Success

No.	Pseudonym	Cycle I				Cycle II	
		Pre-Test		Post Test I		Post Test II	
		Score	Criteria Success (>70)	Score	Criteria Success (>70)	Score	Criteria Success (>70)
21.	Student 21	40	Unsuccessful	50	Unsuccessful	74	Success
22.	Student 22	42	Unsuccessful	50	Unsuccessful	90	Success
23.	Student 23	68	Unsuccessful	70	Unsuccessful	90	Success
24.	Student 24	34	Unsuccessful	48	Unsuccessful	58	Unsuccessful
25.	Student 25	68	Unsuccessful	70	Unsuccessful	100	Success
26.	Student 26	76	Success	78	Success	88	Success
27.	Student 27	78	Success	80	Success	100	Success
TOTAL		$\Sigma x = 1524$ $M_x = 56,44$		$\Sigma x = 1774$ $M_x = 65,70$		$\Sigma x = 2412$ $M_x = 89,33$	

According to the table mentioned above, the students' ability to master prepositions increased. The pre-test mean was 56,44, the post-test mean in the first cycle was 65,70, and the post-test mean in the second cycle was 89,33.

Table 4.4 The Percentage of Students' Test Result in the First and Second Cycle

Meeting			The Students Who Got Score Up to 70	Percentage
Cycle I	1	Pre-test	7	25,92 %
	2	Post Test	11	40,74 %
Cycle II	3	Post Test	24	88,89 %

The table above demonstrated that there was an improvement in the students' abilities to master prepositions. During the first cycle, the mean of students' pre-test scores was 56,44, and the percentage of successful students in

mastering prepositions was 25,92 points or seven students. The mean of the students' post-test scores in the first period was 65,70, and the percentage of successful students in mastering prepositions was 40,74 overall, implying that 11 students scored above 70. In the second cycle, the mean of the students' post-test scores was 88,81, and the percentage of successful students was 88,89 overall. It meant that in the second cycle, 24 students out of 27 earned a grade of 70 or higher. It showed a substantial improvement in the number of successful students, namely 14,82 percent from pre-test to post-test of the first cycle and 48,15 percent from post-test of the first cycle to post-test of the second cycle.

According to the results, the influence of two strategies in learning prepositions was effective. It can be inferred that applying the power of two strategy strengthened the students' ability to use prepositions.

Hypothesis Testing

In this analysis, the researcher used statistic t to test the hypothesis as follows:

Table 4.5 The Statistic Analysis of the Students' Test Result in the First and the Second Cycle

No.	Post Test in Cycle I	Post Test in Cycle II	D	D ²
1.	56	76	20	400
2.	76	100	24	576
3.	70	100	30	900
4.	72	100	28	784
5.	80	100	20	400
6.	44	90	46	2116
7.	42	56	14	196
8.	36	40	4	16
9.	56	90	34	1156
10.	68	90	22	484
11.	44	74	30	900
12.	76	100	24	576
13.	76	100	24	576
14.	84	96	12	144
15.	68	100	32	1024
16.	70	100	30	900
17.	70	100	30	900
18.	80	100	20	400
19.	84	100	16	256
20.	76	100	24	576
21.	50	74	24	576
22.	50	90	40	1600
23.	70	90	20	400
24.	48	58	10	100
25.	70	100	30	900
26.	78	88	10	100
27.	80	100	20	400
TOTAL			ΣD=638	ΣD²=17.356

According to the last calculation, the following have been discovered:

$$\begin{aligned}\bar{D} &= \frac{638}{27} \\ &= 23,63\end{aligned}$$

As follow:

$$\begin{aligned}t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ &= \frac{23,63}{\sqrt{\frac{17.356 - \frac{(638)^2}{27}}{27(27-1)}}} \\ &= \frac{23,63}{\sqrt{3,25}} \\ &= \frac{23,63}{1,80} \\ &= 13,22\end{aligned}$$

Based on the computation above, the coefficient of t count was 13,22, and the coefficient of t_{table} to df= N-1 = 26 with level $\alpha = 0,05$ was 2,06. It meant that the coefficient of t_{count} (13,22) was more significant than the coefficient of t_{table} (2,06). As a consequence, hypothesis alternative (H_a) could be obtained. According to the findings, H_a denotes that the influence of two strategy will improve students' ability to use prepositions in sentences.

4.2.2 The Qualitative Data

The research was split into two phases. The first cycle contained two meetings, while the second cycle included just one meeting.

4.2.2.1 The First Cycle

During this cycle, two meetings were held. The first meeting was used to administer the pre-test, and the second meeting was used to implement the power of two strategy and administer the post-test. The assessments were given at the end of the learning process. These acts were carried out in the following steps:

1. Planning

During this process, the researcher conducted some tasks that included all study planning. The preparations that were needed included propositional content, developing a learning implementation strategy, evaluating and examining, media, an observation sheet, questionnaires, a pre-test, and a post-test. The researcher formulated a strategy for learning execution for two meetings.

2. Action

The teaching-learning process was completed in a single meeting. During this process, the researcher took on the role of a teacher and participated in the following activities:

- a) The teacher demonstrated the effects of the power of two strategy to the students.

- b) The power of two strategy was used by the teacher.
- c) The subject was clarified by the teacher.
- d) The teacher clarified what the students did not understand.
- e) The teacher measured the students' engagement and accomplishment.

3. Observation

The researcher used observation to gather information about the events, especially the students' attitudes, actions, contributions, reactions, and activities. A collaborator was present in the classroom during the teaching-learning period. During this process, the collaborator detected the following activities:

- a) Monitoring the teacher's instructional actions during the teaching-learning process.
- b) Observing the students' behaviors, reactions, and involvement throughout the teaching-learning process.

When the teaching-learning process was finished, the students' reactions, attitudes, remarks, and activities were noted. It was captured using an observation sheet, a diary note, and documents such as a photograph. As a consequence of the experiments, it was discovered that:

- a) In general, all of the students engaged in the teaching-learning process, but there were also

passive students. They made noise and interrupt their peers during the teaching-learning period and did not ask the teacher what they did not understand.

- b) Some students earned a score of more than 70 as the achievement criterion.
- c) The English teaching schedule was the end of the teaching schedule. It caused the students to lose focus.
- d) The students' lack of vocabulary mastery led to a lack of confidence in studying English. As a result, it has hampered the teaching-learning process and caused them to make noise during the process.
- e) The researcher discovered that the students' ability to use prepositions in sentences was inadequate based on the pre-test and post-test; even though the students' post-test score was higher than their pre-test score, but it did not meet the success criteria.

4. Reflection

The researcher tested the teaching-learning method by asking the students about their challenges in learning prepositions. As a reflection, the researcher also assessed and interpreted the observation sheet and the post-test effects.

This reflection helped the researcher determine which behaviors could be updated in the next cycle, with the

expectation that the results will be improved in the next cycle..

4.2.2.2 The Second Cycle

The researcher discovered several problems in the teaching-learning method during the first period of observation and contemplation. As a result, the next cycle was assumed. During this period, the researcher carried out several activities that were planned in response to the reflection. The researcher will resolve the established vulnerability and sustain the supportive practices in students' ability to master prepositions. Cycle II phases were as follows:

1. Planning
 - a) The learning implementation strategy was developed by the researcher.
 - b) The preposition lesson was developed by the researcher.
 - c) The researcher planned the questions that were asked of the students during the teaching-learning phase in order to assess their comprehension.
 - d) The media was prepared by the researcher.

2. Action

During this process, the researcher took on the role of a teacher and conducted the following activities:

- a) The teacher rolled the students when talking about their wellbeing.
- b) The teacher motivated the students.
- c) The strategy's technique was clarified by the teacher.
- d) The teacher using the power of two strategy.
- e) The teacher asked the students some questions about using prepositions in sentences.
- f) The teacher instructed the students to respond to the questions individually.
- g) After all students had answered the questions, the teacher instructed them to form a couple.
- h) The teacher instructed the students to exchange their responses with one another.
- i) The teacher instructed each pair to create new responses for each question and revise their previous answers.
- j) After both couples had written new responses, the teacher and students compared each couple's answers to the answers of the other couples in the class.
- k) The teacher demonstrated to the students the sense of prepositions of location and how to use them in sentences.

- l) The teacher measured the students' comprehension by telling them what content they really did not comprehend.
- m) The teacher went into more detail about prepositions.
- n) The lesson was completed by the teacher and pupils.
- o) The teacher administered the second post-test.

3. Observation

The researcher noticed that students were more engaged and excited about studying prepositions in the second period than in the first. They would inquire about it specifically if they did not understand anything. Moreover, since the teacher-student relationship was strong, they did not wait to question the teacher again.

The student's ability to use prepositions in sentences was also enhanced and strengthened. It was evident from their post-test ranking. Just three students received a score below 70, while most of them received a score of 70 or higher. Nonetheless, three students' scores increased and improved in each period.

4. Reflection

As a reflection, the researcher evaluated and analyzed the observational evidence. Based on the findings, it is possible to infer that:

- a) The power of two strategy could improve students' ability to use prepositions in sentences. It was based on observation results that revealed progress at each conference.
- b) The students' examination results had also changed. It was shown by a rising percentage of students passing the exam, namely 40.74 percent in the first cycle and 88.89 percent in the second cycle. It rose by 48.15 percent between the first and second periods.
- c) Based on the 48.15 percent rise, this study was deemed successful and should be terminated at this stage.

4.3 Findings

According to the report results, there was a change in the students' ability to use prepositions in sentences. It was shown by the average of the students' scores in each meeting. The mean score of the students in the first period was 66,70. It was poor in comparison to the success criteria, which needed a score of 70. It occurred as a result of the students' inability to answer the questions. The mean score of students in the

second period was 89,33. According to the success criteria, the students' scores and the mean of their scores met the success condition. It meant that the students' grades were higher than in the previous period.

The number of students who received a ranking of 70 rose as well. The pre-test percentage in the first period was 25,92 percent, or just seven students out of 27 who met the criteria, and the percentage for the post-test was 40,74 percent, or 11 students out of 27 who met the criteria. In comparison, the figure for the post-test at the second cycle was 88.89 points. It meant that out of the 27 students, 24 passed the requirements.

The researcher also analyzed the quantitative and qualitative results. The qualitative data was collected through interviews, observation sheets, and diary entries. The data discovered showed that the students were engaged, had a positive outlook, and responded during the teaching-learning period.

According to the quantitative and qualitative data findings, the influence of two strategies could improve students' ability to use prepositions in sentences. It also aided students in learning to study in groups or to learn together.

4.4 Discussion

The power of two strategies can assist students in improving their ability to use prepositions in sentences. It is consistent

with what Muqowin and Mafatih said in Tarmizi that the power of two is done to improve collective learning and demonstrate the benefits of learning together (two students) since two is better than one. This approach allows group members to collaborate as much as possible by learning experiences for their own peers to gain expertise where the group members are two individuals. In this approach, they are engaged in their individual learning and capable of directing one another. Silberman also claimed that group members' encouragement, a form of claim, experience, and ability would make learning a productive aspect of the classroom environment.

During the first period, the researcher discovered that the students' scores remained poor and no substantial difference from pre-test to post-test I. It occurred because the students still did not comprehend the technique of the power of two strategy, lacked inspiration, were illiterate, required a dictionary, and had poor focus.

In cycle II, the researcher as a teacher performed several additional tasks focused on the reflection, such as demonstrating the method and benefits of the power of two strategy to the students, attempting to illustrate the content using straightforward phrases, motivating the students, and specifically asking them about their difficulties. Furthermore, the students' post-test scores improved and met the achievement criterion.

According to the data review, the students' test results increased and improved from pre-test to post-test II and the teaching-learning phase. In comparison to the pre-test and post-test results in the first cycle, the post-test results in the second cycle were better, with the majority of students scoring 70 or higher. Next, the teaching-learning process in cycle II was more engaging than in cycle I, with students not being afraid to ask questions and make points about the content.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter describes the conclusion and recommendation for further readers about how the power of two strategy improves students' ability in using preposition of place in sentences.

5.1 Conclusion

Based on the study's findings, it was possible to infer that the students' ability to use prepositions in sentences was restricted. The mean of the students' test results in the pre-test was 56,44.

However, after implementing the power of two strategy, the student's ability to use prepositions in sentences improved. It was shown by the fact that the mean of students' scores in the post-test of the first cycle was 65,70, and the mean of students' scores in the post-test of the second cycle was 89,33. It meant that the second cycle was better and improved further than the first cycle, but the researcher did not do the next cycle.

As a result, the power of two strategy may help students improve their ability to use prepositions in sentences. It was shown by the substantial disparity in the proportion of students who earned a score of 70 or higher in the pre-test

(25,92%), post-test I (40,74%), and post-test II (88,89 percent).

5.2 Recommendation

Based on the study's findings, several recommendations are made to the English teacher, students, and all readers. It is easier for the English teacher to use various techniques when teaching English so that the students are not bored. Moreover, as one form of technique, the power of two strategies can be used in teaching parts of speech and grammar. Combining two individuals in a group is referred to as the power of two strategy. Since these materials need more time and focus, group study with this number of students would be more successful in studying parts of speech and grammar. Furthermore, using this technique, students may share their understanding of the subject with one another.

Learning English is not challenging for students if they have the desire. If you run into any trouble or do not understand anything, talk to your teacher right away. Then, since English is a language, it should be practiced in everyday activities so that what was learned in class is not lost, even prepositions. It is preferable if you have a dictionary as a student studying English. If there are any words that you do not understand, you should look them up in a dictionary. A dictionary will also assist you with creating new sentences.

Finally, for all students, it was hoped that this study would be helpful as an additional source in future study and

can persuade you to use the power of two strategy in teaching prepositions.

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