Improving Students' Reading Ability through the Power of Two Strategy and Google Classroom

Realita Br Ginting[1]
[1]Universitas Tanjungpura, e-mail: f2201201005@student.untan.ac.id

Histori Naskah		ABSTRACT

The lack of mastery of reading skills in learning English is a problem faced by the tenth-grade students Accounting class in SMKN 2 Singkawang especially to determine the main idea and evaluate specific details in narrative text. This research aim to find the effect of The Power of Two Strategy and Google Classroom to improve students' reading ability. This research was conducted at SMKN 2 Singkawang, especially among the tenth-grade students of Accounting class. The researcher applied Classroom Action Research (CAR) by conducting two cycles and three meetings in each cycle. The data was collected from 35 tenth-grade students in Accounting class. In collecting data, the researcher used reading tests, observation checklists and field notes. For the data analysis researcher used quantitative and qualitative data. The instrument used to collect data was a reading test. The results of the research in the first and second cycles involved seventy-three and seventy-eight. The finding of this research showed that The Power of Two Strategy and Google Classroom were effective in improving student's reading ability in enhancing student's reading ability.

ABSTRAK

Kurangnya penguasaan keterampilan membaca dalam pembelajaran bahasa Inggris merupakan masalah yang dihadapi oleh siswa kelas X Akuntansi SMKN 2 Singkawang khususnya untuk menentukan gagasan utama dan mengevaluasi informasi khusus di dalam teks naratif. Penelitian ini bertujuan untuk mengetahui pengaruh strategi The Power of Two dan Google Classroom terhadap peningkatan kemampuan membaca siswa. Penelitian ini dilakukan di SMKN 2 Singkawang khususnya pada siswa kelas X jurusan Akuntansi. Peneliti menerapkan Penelitian Tindakan Kelas (PTK) dengan melakukan dua siklus dan tiga kali pertemuan dalam setiap siklusnya. Data dikumpulkan dari 35 siswa kelas X jurusan Akuntansi. Dalam mengumpulkan data, peneliti menggunakan tes membaca, daftar observasi, dan catatan lapangan. Untuk analisis data, peneliti menggunakan data kuantitatif dan kualitatif. Instrumen yang digunakan untuk mengumpulkan data adalah tes membaca. Hasil penelitian pada siklus pertama dan kedua menghasilkan hasil tujuh puluh tiga dan tujuh puluh delapan. Temuan penelitian ini menunjukkan bahwa The Power of Two Strategy dan Google Classroom efektif untuk meningkatkan kemampuan membaca siswa dalam mengembangkan kemampuan membaca.

Corresponding Author : Realita Br Ginting, e-mail: f2201201005@student.untan.ac.id

INTRODUCTION

Reading is a way in which something is interpreted or understood. Reading is also a process of communication between a writer and a reader. According to Creswell and Ester, as cited in Khathayut and Karavi (2011:1), Reading plays a crucial role in all fields of studies because the learners can acquire a great deal of knowledge through reading activities.

Based on the new Curriculum in SMK, especially for the X grade students, namely Merdeka Curriculum. One of the elements of a new curriculum in element Membaca-Memirsa stated that one of the purposes is to read to learn or to find the information they locate and evaluate specific details and main ideas of various texts. These texts may be in print or digital texts, including visual, multimodal, or interactive ones. They are developing an understanding of various texts' main ideas, issues, or plot development.

The achievement indicator the students must gain is competence in the skill, including the question of fact or detail, best title or main idea, interpretation, vocabulary, and inference of the text. Specifically, the student should understand about five indicators of Reading. The main idea helps the student to find important information from the text and can be found anywhere within a paragraph but is most commonly found at the beginning. Furthermore, the question of fact or detail provides the information that supports the topic sentence. Questions of fact or detail can be created with description, reason, or example in the paragraph. Despite its importance, Reading is a challenging skill for the student in SMKN 2 Singkawang, especially in tent grade students in Accounting class.

Based on the researcher's observation, students have problems dealing with determining the main idea and question of fact or detail in narrative text, students still depend on the teacher's guide, limited time to do the process of teaching-learning in school because of the new Curriculum and also because of the pandemic, students lack respect and lack of enthusiasm in learning. These problems affect student learning outcomes like assignments, daily tests, and midterm texts. The average student scores only get 60. The students have yet to pass because the completeness in SMK N 2 is 70.

This research is expected to enrich teaching and learning methods and contribute to developing knowledge in learning to read. This is evident from previous studies, which state that this strategy can develop students' reading skills. In this study, the researcher hopes that students can improve their English learning, especially in reading, using this strategy. The researcher also hopes to inspire teachers to teach English using various strategies such as The Power of Two Strategy and one of the online learning platforms, namely Google Classroom. Then the researcher hopes this research can help other researchers get more information about reading and teaching English, especially in reading.

RESEARCH METHOD

Classroom action research involves four stages, including planning, acting, observing, and reflecting, described as follows: In this stage, the researcher develops a plan of action to bring improvements in a specific area of the research context. The researcher prepared Modul, which guides the researcher during the teaching-learning process, and the materials related to reading ability. In the action stage, the researcher conducted Classroom Action Research in the acting phase. The students implemented The Power of Two Strategy and Google Classroom based on the Modul Ajar and made it in the planning phase to improve the student's reading ability. The collaborator observed the class activities process, including student performance, teacher's performance, and environment. The action has taken place among the tenth-grade Accounting students of SMKN 2 Singkawang. The observation was the third stage in classroom action research. The activities in the observation stage were by the English teacher as a

Collaborator by filling the observation checklist and field notes when the researcher taught the student. The data observation is needed by the researcher to solve the problem found during the teaching-learning process. It became a consideration to plan for the next meeting to improve the teaching-learning process. The final stage is reflecting. In this stage, the researcher and the collaborator discussed, reflected, and evaluated the findings of observation regarding students' performance, environment, and the teacher's performance as the teacher teaching learning process by implementing The Power of Two Strategy and Google Classroom to determine the strength and weakness of the teaching strategy use. So, the researcher can prepare things to develop and improve the teaching-learning process for the next cycle if the cycle still needs to be successful.

The researcher divided the quantitative data from the reading test that was classified based on the student's achievement in reading score in every cycle in analyzing student achievement in the reading test. The researcher calculated individual scores by using the following formula:

$$X = \frac{A}{N} \times 100$$

Note: X = an individual score, A= the students' right answer, N = the number of test items

To compute the class performance, the researcher used the formula of the mean score. All individual scores are the sum divided by the number of students in the class.

$$X = \frac{\sum X}{n}$$

Note: X   = mean score, ∑X= sum of individual score, n   = number of students

The researcher used qualitative data derived from the observation checklist and field notes. For the qualitative data analysis the model stages by Huberman *et al* (1994:10) employed. The stages are: 1) Data reduction refers to selecting, focusing, simplifying, abstracting, and transforming the data appearing in written field notes or transcriptions, 2) Data Display, after finishing data reduction, the researcher continued to the next step, data display. Data display is an organized, compressed assembly of information that permits conclusion drawing and action, 3) Conclusion Drawing and Verification, These steps started when ordering and integrating the previous analysis was required. This stage aims to integrate what has been done into meaningful and coherent picture of data.

RESULTS AND DISCUSSION
A. Qualitative Data
   1.   First Cycle
   1.1.Planning

In this stage, the researcher and collaborator prepared the lesson plan like Modul Ajar in appendix 1 to also ATP (alur tujuan pembelajaran) in appendix 2 made the researcher easier to determine the learning media and manage the time efficiently in the teaching-learning process by using The Power of Two Strategy and Google Classroom. Its purpose is to improve the students' reading ability in narrative text and their enthusiasm in class. Based on the learning modul in appendix 1, the researcher prepared the learning materials that would be taught related to the topic. The topic of the learning material taught in the first cycle was an explanation narrative text by the researcher and applied The Power of Two Strategy in the class and Google classroom for online learning. After that, the researcher also prepared the learning media needed in the learning process, such as relevant text in modul ajar in appendix 1 related to the topic and in Google Classroom. Then, the researcher also prepared the main media needed in the teaching and learning process by using The Power of Two Strategy, which used a soft file as the question and then shared it in the WA

group. In google classroom or online learning, the teacher shared a link of a youtube video of a learning source about the narrative text. In addition, the researcher also prepared the observation checklist, field notes in appendix four, and picture using a handphone to observe the class's learning process in appendix four.

Based on the explanations, it can be concluded that in this stage, the researcher prepared everything that would be needed in the teaching and learning process in the class by using The Power of Two Strategy in the offline class and google classroom for online learning. The researcher has prepared a youtube video learning sources about narrative text and shared the link in google classroom. The researcher teaches reading narrative text which, The aim is to improve the student's reading ability in the form of narrative text and also teach using some strategy to improve the student's enthusiasm in the teaching-learning process. The things prepared by the researcher, such as leaning modul, learning media, and the other tool needed.

1.2.Acting

The first cycle was conducted on August 8, 2022. In this stage, the researcher was a teacher who taught the students in the classroom. The collaborator observed during the teaching-learning process by applying the used observation checklist and field notes in appendix 4. In the first meeting, the researcher greeted, opened the class, checked students' attendance, and told the students about the purpose of doing research in the classroom and the relation between the lesson and Profil Pelajar Pancasila. After that, the researcher presented the material about the narrative text. The researcher also explained the generic structure, language features, and narrative text examples. In this situation, the students still depend on the teacher's explanation and are less enthusiastic.

Before starting The Power of Two Strategy, the researcher explained the rules of The Power of Two Strategy in offline learning. After that, the researcher told about the rules of the lesson, and the researcher explained the generic structure, language features, and examples of narrative text. After that, the researcher gave the questions and asked the student to answer individually. The first step was to apply The Power of Two Stategy in class, but some students still needed clarification and were too lazy to answer the questions. So the researcher guided and motivated the student to focus and answer the questions.

Furthermore, the researcher gave 20 questions that needed to be answered by the students on the word file and shared them in the WA group. Students only have 20 minutes to answer the questions and write the answer on the paper. After answering the questions individually, the researcher chose two students in a group, one intelligent student and one less intelligent student. After that, the researcher asked them to compare their answers. Then if the student found a different answer researcher asked them to find the new best answer, and the researcher gave only 15 minutes to find one new best answer. Finally, the researcher and the students discussed the results together based on Silberman's step of the power of two strategies. After that, the researcher asked each group if they found a different answer. They followed the answers of the intelligent students or the answers of the less intelligent students. In this case, almost the less intelligent students followed the answers of the intelligent students, just because intelligent students could explain in detail the best answers or intelligent students teach their friends how to find the right answer. At the end of the activity, the researcher closed the lesson. The activity was repeated in the second meeting in offline class on August 15, 2022.

The online class in the third meeting was conducted on September 2. the first step was the teacher made an online class in Google classroom, then asked the students to join the class. The researcher shared a link a youtube video of a learning source about the

explanation of the narrative text in Google Classroom, then asked them to watch the video and answer a quiz or question from the video, then asked them to share their answer in Google Classroom. In this situation, the researcher divided the tasks outside the school's English schedule because the researcher applied Curriculum Merdeka which means that the teacher is free to give students assignments anytime or anywhere but still focuses on the purposes of learning based on CP (capaian pembelajaran) in appendix 3.

1.3.Observing

In the observation checklist the researcher filled out the observation checklist based on the categories of the observation checklist. There are three categories: students' performance, teacher's performance, and class environment. Each category has some components or statements that were expected to emerge by the researcher in the learning process.

For the students' performance during the learning-teaching process in the offline class, many students did not pay attention, were confused about the material presented by the researcher, and were too lazy to answer the question. It means that the students were not active, lazy, not enthusiastic also not communicative with the researcher. The researcher also found that the students did not follow the researcher's instructions. Then, a few of the students were interested and enthusiastic in the learning process because they looked active in discussing and arguing to defend their respective answers, but in the end, they had to determine the best answer. This situation made the atmosphere in the class exited. This situation also repeats in the second meeting in the online class.

The third meeting especially used Google Classroom. The students were still lazy to do there because some students did not send their tasks in google classroom and also had less response when the researcher shared the assignment in google classroom.

In the teacher's performance which the researcher as a teacher, the researcher was good enough to explain narrative text and use the power of two strategies in the teaching-learning process in the offline class. But, in this cycle, the researcher did not encourage the student's participation in the teaching-learning process because they were still busy with themselves. Furthermore, in the environment, the researcher found that the class was noisy enough, but many students looked joyful and fun because of this strategy. For online learning, not all students sent the assignment to Google Classroom. Some students were less responsive to the researcher's instructions on the way to do the task and watch the video base on the link that already send to Google Classroom, but some sent the assignment in Google Classroom, which means that the student cared enough about it. Based on the explanation, the researcher concluded that the students still did not pay attention during the teaching-learning process, were less enthusiastic, and was confused by the researcher's instructions.

As a consequence, the students had difficulty answering the question that the researcher gave. Then, students did not become active during the teaching-learning process. And for online learning, some students still not send the assignment to Google Classroom. Therefore, The Power of Two Strategy and google classroom could have run better in the first cycle.

In the field note, there were some notes that the collaborator found during the teaching-learning process in appendix four. During the activity in the first cycle, the researcher recorded all the things that happened inside and outside of the classroom. There were three categories of field notes, such as students' performance, teacher's performance, and environment. In students' performance, most of the students did not pay attention when the researcher explained the material. They are still busy with themselves and still depend

on the researcher's explanation. Also, from online learning, the researcher saw only a few viewers on the youtube video appendix 5. It means the students were not active and didn't care about it. After that, the collaborator also found some students did not interact when the researcher asked them about the material. They were just silent and still confused about what they had learned. And for online learning collaborator can see how far the students are active from the WA group but only a few students responded when the researcher gave the assignment, and no one responded in google classroom appendix five.

Furthermore, in the teacher's performance, the researcher needed to explain the learning purpose based on what the researcher and collaborator discussed before starting the lesson. The collaborator also found that the researcher explained the material so fast. For online learning, the collabortor found that the researcher gave the student's short time to submit the assignments, which made it hard for students. Then, the class environment and class conditions were a bit noisy.

1.4.Reflecting

In this stage, the researcher and collaborator reflected and discussed the result of the data from the observation checklist and field note. The researcher and collaborator discussed everything that happened while teaching reading in narrative text using The Power of Two Strategy and Google Classroom. The data showed that the students were not interactive and communicative in the first cycle. Then, the students also were not active and did not pay attention during the learning process in online or offline learning. Although the students looked enjoyed when the researcher applied The Power of Two Stategy and Google Classroom.

2. Second Cycle

2.1.Planning

After reflecting on the result of the first cycle, the researcher decided to conduct the next cycle because the result was not satisfied yet. In this stage, the researcher and collaborator prepared such as Modul Ajar (learning modul) in appendix 1, main media (handphone), and all that is needed in this cycle based on the discussed and reflected in the first cycle. The researcher also prepared an observation checklist in appendix four that the collaborator used to observe the teacher and students' activity in the teaching-learning process. There was no else that became the main problem for the students, but just how the researcher as a teacher covered the class and explained more detail in teaching reading narrative text. And for online learning, the researcher confirms that all students should watch the video. Then, the researcher also used the handphone as a tool to be the documentation in the class (appendix four). Based on the planning above, it could be concluded that the researcher and collaborator had prepared all things needed in the second cycle.

2.2. Acting

After the preparations were ready, the researcher implemented The Power of Two Strategy and Google Classroom in the teaching-learning process. The second cycle was conducted on September 5, 2022. In this stage, the researcher opened the class and checked students' attendance. After that, the researcher explained the benefit of learning English for the future to motivate the students in the learning process. Then told about the relationship between learning and profile Pelajar Pancasila. Then, the researcher implemented The Power of Two Strategies in the class and explained the materials to the students. In the next step, the researcher involved the students in being more active in the learning process. During the implementation, the researcher teaches the students to identify the main idea and question of fact or detail in the text. After that, the researcher applied the step of the power

of two strategies based on Silberman. First gave, the student question through a file and sent to a group, and then the researcher asked the students to answer the question individually. After that researcher asked them to make a group, and each group had only two members. The researcher chose intelligent students and less intelligent to be a group. It's the purpose for students to find the new best answer together by discussing when they found the different answer. When they discussed the process, the researcher asked them how to find the best answer when they found different answers. The student said their friend or group (intelligent student) teaches, shows, and explains how to find the best answer by reading carefully.

The last, the researcher and the students discussed the result together. At this moment, the student was really enthusiastic to know the best answer because when the students found a different answer, they usually insisted on defending their answer. At the end of the activity, the researcher closed the lesson. The activity was repeated in the second meeting on September 12 2022. In the last meeting on September 19 2022, especially in online learning, the researcher sent the task in Google Classroom and asked the student to continue to do the assignment to answer the quiz of the video that sent the link In Google Classroom and asked them to submit the answer in Google Classroom.

2.3. Observing

The The result of the observation checklist, which the collaborator had filled, was that most students paid attention to the researcher's explanation of the narrative text and using The Power of Two Strategy. The researcher also found that the students were more active. In the teaching and learning process, the researcher found students were very enthusiastic when discussing to find the best new answer because it could be seen when they defended their respective answers, but they had to unite two heads to determine the best answer. Therefore, this is what is called The Power of Two Strategy.

Then, a lot of students showed interest and more enthusiasm in the learning process. Moreover, they start to not depend on the teacher, be active and not lazy. The students felt happy and enjoyed during the lesson. It means that there was an improvement in the first cycle. For the next, the teacher's performance was better than the first cycle. The researcher explained all about narrative text and encouraged the students' active during the learning process. Furthermore, the class environment was clean and very conducive to the learning process. The class situation could be controlled very well because the students look joyful and fun. Then for online learning, the student looked more active because when the researcher texted them in the WA group, the students were fast responsive and responded in Google Classroom. Then all the students submit the assignment in Google Classroom.

The collaborator found some notes during the teaching-learning process applied in the second cycle. The field note also still consists of student performance, teacher performance, and environment. In the student's performance, the collaborator found that most students paid attention to the researcher's explanation. When the researcher presented the materials, the student's paid attention and was not lazy to listen well. The students also were more communicative and active when they learned and analyzed the narrative text.

Furthermore, in the teacher's performance, the researcher as the teacher could explain clearly the material about the narrative text. There was a good interaction between the students to the researcher. Then, the class environment was clean, tidy, and conducive to the learning process. And for online classes, all the students submit the assignment in Google Classroom.

Based on the data from the observation checklist and field note above, it could be concluded that there was an improvement in the learning process by using the power of two strategies. From the data, most students were communicative, active, and enthusiastic during

learning narrative text by using The Power of Two Strategy. In online learning, the student is more responsible and cares about the assignment.

2.4. Reflecting

The whole activities in the second cycle were done very well. The researcher had already got the result of the student's test. The result was satisfied because all the students were more enthusiastic in the learning process, and students reached passing scores. Based on this result, it could be concluded that students' reading ability developed enough**.** The result of the observation checklist and field note also supported this result. The result of the observation checklist showed that the student was not too dependent on the teacher's explanation in the teaching-learning process, and the students looked enthusiastic in reading narrative text using the Power of Two Strategy and Google CLassroom (in Appendix 5). It also affects to the student's scores. The student's scores higher than before.

B. Quantitative Data

1. The First Cycle

In quantitative data, in the first cycle, the researcher got the data from the students' scores in doing the test. The researcher concluded that the student's reading ability in the narrative text still needs improvement. Here, the researcher provided the result of the student's scores in doing the test in the first cycle.

Table 2.1
Students' Classification Range Score

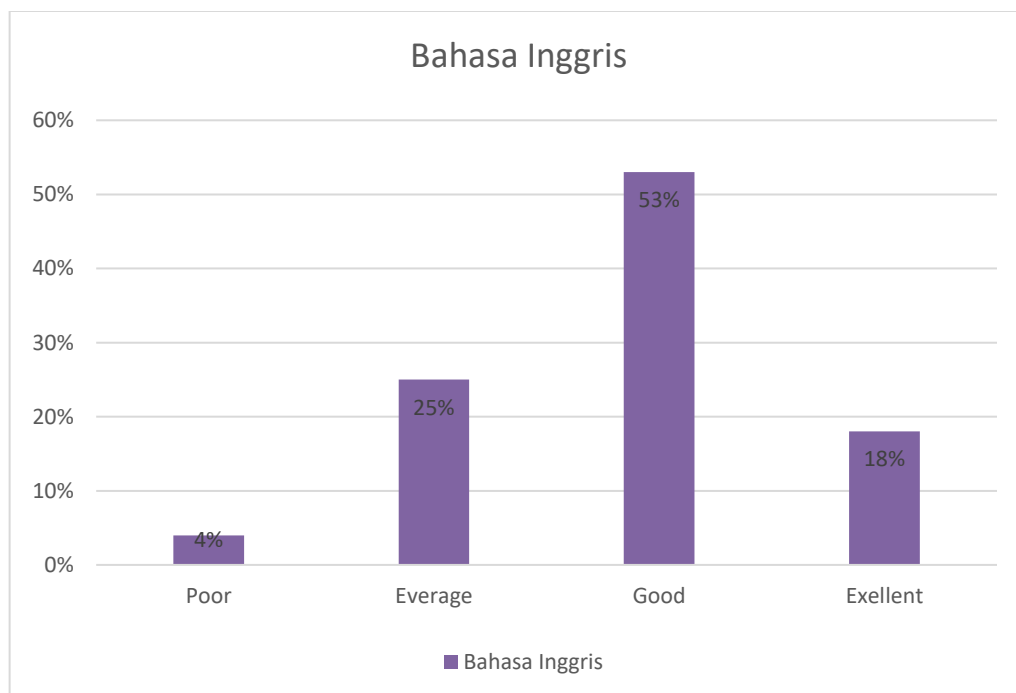| Score	Number of Students	Percentage
>80	6	18%
70-79	19	53%
60-69	9	25%
0-49	1	4%

Figure 2.1.
Students' Classification Score Percentage

Based on the data above, the researcher can categorize that there was a score of 4% of students who categorized into poor, 25% of students who categorized as average, 53% of students who categorized into good and 18% of students who categorized as exellent. Moreover, based on the result of students' mean score, the students got a 73, which means that good enough condition.

In conclusion, the researcher can conclude from the quantitative data analysis the student's achievement in reading ability on narrative text through The Power of Two Strategy and google classroom still need improvement, and also, students' response during the learning process is still low, not enthusiastic and still depend on teacher explanation. So, the researcher tried to reflect on the student's problems. In the next cycle, the researcher first explains the rule of strategy because the first time the researcher applied The Power of Two Strategy the student was still confused and lazy because they didn't know what they should do. Then, it explained more detail about the narrative text and the way to find the main idea and supporting detail in the narrative text. After that, the researcher applied The Power of Two Strategy, and for online learning in Google Classroom, the researcher asked them for comments on youtube to make sure that students opened the link and watched the explanation of the narrative text.

2. Second Cycle

The researcher can conclude that the student's achievement in reading was improved. The result of students' score is shown as follow.

Table .2.2
Students' Classification Range Score

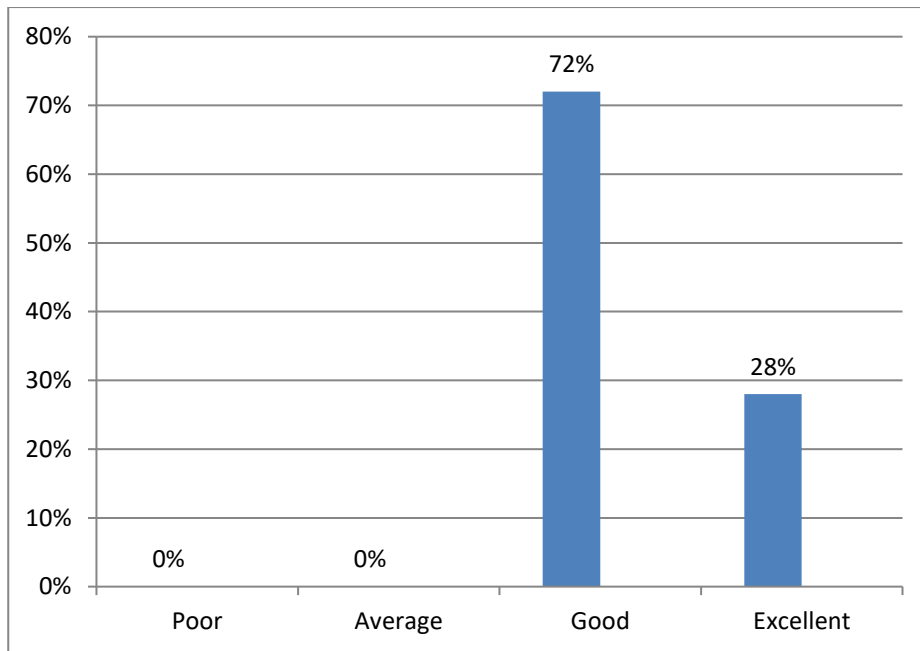| Score	Number of Students	Percentage
>80	10	28%
70-79	25	72%
60-69	-	0%
0-49	-	0%

Figure 2.2
Students' Classification Score Percentage

In the first cycle, no students were categorized as excellent, but in the second cycle, 28% were categorized as excellent. Besides, in the second cycle, the researcher could conclude that no student got a poor score, and the average score was 72% of students who were categorized into good scores. Moreover, based on the result of the students' mean score, the students got a score of 78, which means that they students got a score in 78, which means good condition. Based on the test result of every cycle, it was found that the mean score of students had improved from cycle to cycle. It can be seen as follow:

Table 2.3
Students' Mean Score

Cycle	Mean Score
Cycle 1	73
Cycle 2	78

In conclusion, the researcher decided to stop researching because the students' attitudes, responses, and achievements in the learning process showed significant improvement.

C. Discussion

This research was conducted on SMKN 2 Singkawang to improve student's reading skills with the power two strategy and Google Classroom, Especially tenth-grade students of Accounting class. According to Mel Silberman (1995:163), the power of two is an activity that can increase cooperative learning and strength, so the importance of the benefits of synergy is that two heads are indeed better than one. This strategy requires two heads or minds belonging to a small group. This strategy is part of active learning. This is one of the best ways to promote more active learning by presenting learning tasks done in small groups of students. The support

of participating students and their diversity of opinions, knowledge, and skills will help make learning a valuable part of the classroom climate. Using the power of two strategies makes students more enthusiastic about enjoying and focusing on the learning process in the class. Therefore, implementing The Power of Two Strategy can better influence the teaching and learning process and also influence the student's scores. However, this strategy also has drawbacks, such as the atmosphere in the class is a bit noisy because students are discussing. According to Beel (2017), Google Classroom is a tool that facilitates student and teacher collaboration. This allows teachers to create and distribute assignments to students in online classes for free. This makes it easier for teachers when building digital classrooms. They can share tasks and announcements there. In the Merdeka Curriculum, teachers are required to have learning platforms, one of which is Google Classroom. This can be used for online teaching and learning processes. However, google classroom researchers find it difficult to supervise students in the teaching and learning process. For example, when students are given assignments, researchers cannot determine whether students do it themselves or copy their friends' answers and also depends on the signal strength.

In collecting data, researchers used a measurement test to determine the increase in students' reading skills in each cycle. According to Ross (2005:33), Measurement is a process that provides a numerical description for some of the attributes of an object, person, or event. Researchers used measurement tests to measure students' reading improvement. From the results of student tests, it can be seen that there is an increase in students' reading skills. Fortunately, the results of student tests show that the use of The Power of Two Strategy and Google Classroom to improve students' reading skills is successful. In the process of teaching and learning, students also show improvement. This can be seen from the results of the observation sheets and field notes. In the first cycle, students were less enthusiastic about learning narrative texts and still depended on the teacher's explanation using the power of two strategies and Google Classroom after being given treatment. In the second cycle, the students looked enthusiastic, enjoyed, and did not depend on the teacher's explanation of learning narrative text. Using The Power of Two Strategy and Google Classroom showed improvement. Therefore, using the power of two strategies and Google Classroom also increased students' motivation and enthusiasm for learning narrative texts and the score. In the teaching and learning process, applying the power of two strategies and Google Classroom positively influences students. A good influence can be seen in student performance, teacher performance and class environment in the second cycle, and for online learning, students are more appreciative and responsible for assignments.

CONCLUSION

Based on the findings of the research, it could be concluded that: The Power of Two Strategy and Goggle Classroom could improve students' reading ability, especially in narrative text. It could be seen from the result of students' tests. The students showed an improvement in every cycle. Students' scores developed gradually after being taught using The Power of Two Strategy and Google Classroom.

The Power of Two Strategy and Google Classroom could improve students' active and enthusiastic communication in learning narrative text. It could be seen from the observation checklist and field notes in each cycle. The students were enthusiastic and felt enjoyed during the learning process. In the first cycle, they were still passive in learning, but in the second cycle, they became more active. In online learning, the students submit the assignment on time and comment on some tools for online learning like comments on wa group, Google Classroom and video learning sources on youtube. Moreover, there was situation improvement from the first cycle until the second cycle.

The students have to follow every step of the learning process well because it will improve their reading ability. The researcher expects that the students can easily to find the main idea and supporting detail in narrative text especilly in reading skill and the student not only depend on the techer explanation but also active to learn in the class or online class and the students should learn more and more to get a good reading because learn makes perfect.

The teacher has to choose the teaching strategy carefully because a teaching strategy will encourage students' motivation to learn. Therefore, the researcher suggests that the teacher will use The Power of Two Strategy and Google Classroom to teach reading ability because The Power of Two Strategy is really simple to do in the class and also google classroom is important because all the teachers should have the platform for teaching and learning process base on our new curriculum in Indonesia we called it Kurrikulum Merdeka and it effective to help teaching-learning process in learning online.

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