Effectiveness of *The Power Of Two* Learning Method in Achieving *Maharatul* Kalam (Study of Arabic Language Learning at the Faculty of Letters)

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Keywords	
The Power of Two Method, Speaking Skills, Arabic Language Learning	**Abstract.** Effective Arabic language learning requires good planning, including mastery of methods. The reality in the field, Arabic language learning still uses traditional methods, not varied, still monotonous. The power of two method in muhadatsah learning at the Faculty of Letters UMI is designed to foster a dynamic, more active relationship, educational interaction between lecturers and students, students and students with maharatul kalam to reveal various nuances of meaning in various oral texts 'al hiwaar' This study aims to determine the application and effectiveness of the use of the power of two learning method, describe the solution to the obstacles in its application in Arabic language learning at the Faculty of Letters UMI. Data collection methods with interviews, observation and documentation. Data processing methods with data reduction, data presentation and conclusion drawing. The results showed that Arabic language learning, the use of the power of two method gave benefits to learning strategies, communication skills and confidence in expressing their opinions. There is no best learning method, as stated by the lecturer, but learning together, practicing the ability to speak intensely and done together, is very effective with the power of two method, and solutions to the obstacles to the application of the power of two learning method in Arabic language learning at the Faculty of Letters UMI, namely: lecturers must be prepared with the material to be taught, analyzing student characteristics, time allocation, and monitoring the implementation of learning.

1.   INTRODUCTION

Language is speaking. Speaking, an aspect that must be prioritized, students' speaking skills aim to enable them to express various nuances of meaning in various oral texts with a variety of communication purposes and contexts. In contrast to reading skills, students are directed to be able to understand various written texts with a variety of communication purposes, text structures with the characteristics of the language used.

In general, the purpose of learning Arabic with speaking skills is for students to be able to communicate orally well with Arabic. But of course, to reach the stage of proficiency in speaking Arabic requires practice activities or active and fun learning methods for students. As it is understood that active and fun Arabic learning needs to be started by creating an Arabic language environment that directs all students in the class to be actively involved and focused on the material being taught.

Effective Arabic language learning requires good planning, including mastery of methods as a means of delivering teaching materials for lecturers. Communicative learning methods, designing an active learning atmosphere and fun and interactive. The selection of communicative methods, in addition to being very influential for the senses and facilitating understanding, can also arouse learning motivation and provide a stimulus for the willingness to learn. Material that is packaged in a good method is able to provide a pleasant learning atmosphere, so that students can respond or capture messages conveyed by lecturers easily.

The reality in the field, it is found that Arabic language learning still uses limited methods, has not been varied, is still monotonous, even though Arabic language learning aims in addition to students being able to complete reading and writing the Quran they can use Arabic as a language of communication as well as English, not just memorizing and knowing vocabulary, but students are expected to be able to apply all the vocabulary and grammar they understand in daily conversation by interacting with their own friends.

Based on this, researchers conducted a study of learning muhadatsah courses in Arabic language study program students at the Faculty of Letters UMI by using one of the communicative

learning methods, namely *the power of two as one of the* communicative learning methods that involves students actively, practicing Arabic directly as a second language. *the power of two*, known as the learning strategy with the *power of two,* learning in small groups, maximum cooperation in learning with two people.

This study aims to determine the effectiveness of using the *power of two* learning method, the suitability of competency standards and indicators set in an effort to expand communication skills with a structured, systematic and organized process. In addition, to improve the learning process and improve student learning outcomes in *muhadatsah courses* through the application of the *power of two* strategy.

2.   METHODS

This type of research is field research using a descriptive qualitative approach with classroom action research. The time of this research began with literature search, preparation of proposals to the implementation of research and publication of research results carried out for six months. The object of the research is the effectiveness of the power of two learning method in achieving speaking skills of students majoring in Arabic Literature, Faculty of Letters, UMI . Data collection methods, with observation, tests, interviews, and documentation. The data processing method is carried out in three stages, namely preparation, data collection stage and data processing stage. Data analysis method using data *triangulation* method, namely: data reduction, data presentation and conclusion drawing.

3.   RESULTS AND DISCUSSION

The Power of Two learning method in learning Arabic Literature at the Faculty of Letters UMI

Effective learning management is an urgent matter that needs lecturers' attention for the achievement of learning objectives including the use of cooperative methods, learning that emphasizes students to be more active and lecturers as facilitators. One of the effective and cooperative learning methods is t h e *power of* two.

The power of two learning method was applied in learning *muhadatsah* to students of Arabic Literature Study Program in semester III, V and VII. Each batch was taken randomly totaling 37 people and ordered in one class by learning muhadatsah. Learning muhadatsah with the power of two method is designed to foster dynamic relationships, maximum cooperation, synergy between the two. However, it does not mean that learning muhadatsah immediately students are able to mention the sentence that is spoken but gradually and repeatedly done, then the habit of saying will train them both to be faster in saying it.

The application of the power of two method is expected to make students more active in speaking Arabic and get used to processing their own thoughts, developing their ideas and discussing together. Two-way interaction has a positive impact on student self-development, creating a dynamic, active and mutually supportive relationship between *students.*

Researcher observations in the application of *the power of two* learning method in learning *muhadatsah in* Arabic Literature study program students at the Faculty of Letters UMI with the following steps:

1. The lecturer opens the teaching material, starting with a prayer led by the class leader.
2. The lecturer conveyed the title of the material to be taught. (الجامعة فى)
3. Lecturers review the previous material associated with the material will be taught.
4. The lecturer writes the conversation questions on the board.

فا طمة: السلام عليكم؟

زينب : ....

فا طمة: هَلْ أَنْتِ طَالِبَةٌ ؟

زينب : ....

فا طمة: مَتَى تَذْهَبِيْنَ إلَى الجَامِعَةِ ؟

زينب : ....

<div dir="rtl">

فا طمة: ومتى تَعُوْديْنَ إِلىَ الْبَيْتِ؟

زينب : ....

فا طمة: مَاذَ تَدْرُسِيْنَ فِيْ الجَامِعَةِ ؟

زينب : ....

فا طمة: كَمْ بَوْمَاً تَدْرُسِيْنَ فِى اْلاسْبُوْعٍ؟

زينب : ....

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1. The lecturer asks students to answer the questions, then when they are done, the lecturer divides them into pairs to discuss each other's answers and a new answer is born on behalf of the group.
2. After everyone has finished, the lecturer compares the answers of each pair, then agrees on the correct answer,
3. After everyone has completed their answers, the lecturer offers explanations and solutions to the problems discussed.

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فا طمة: السلام عليكم؟

زينب : وعَلَيْكُمْ السلامِ

فا طمة: هَلْ أَنْتِ طَالِبَةٌ ؟

زينب : نَعَمْ , أَنَا طَالِبَةٌ

فا طمة: مَتَى تَذْهَبِيْنَ إِلَى الجَامِعَةِ ؟

زينب : أَذْهَبُ فِى السَابِعَةِ صَبَاحًا

فا طمة: ومتى تَعُوْديْنَ إِلىَ الْبَيْتِ؟

زينب : أَعُوْدُ فِى الوَاحِدَةِ ظُهْرًا

فا طمة: مَاذَ تَدْرُسِيْنَ فِيْ الجَامِعَةِ ؟

زينب : أَدْرُسُ اللغَةَ العَربِيةِ أَخْلاقْ وَ غَيْرِهَا

فا طمة: كَمْ بَوْمَاً تَدْرُسِيْنَ فِى اْلاسْبُوْعٍ؟

زينب : أَدْرُسُ فى اْلاسْبُوْعٍ سِتةٍ أَيامٍ

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4. The lecturer asks the pairs to practice *muhadarah,* until they are proficient by reviewing every word that is not clear or that is not understood.
5. The lecturer asks proficient pairs to come up to demonstrate and be evaluated.
6. Lecturers and students draw conclusions from the material taught and the next topic of conversation.
7. The lesson is over, closed with prayer

After muhadatsah learning activities with hiwar (conversation) material. (الجامعة ف ى) is carried out, researchers together with students review the material and the learning process carried out using The Power of Two method Learning with the power of two method is very effective, because students can share with friends complementing each other Learning in the classroom occurs interaction and cooperation in small groups, growing maximum cooperation through learning activities with their own friends.

This method emphasizes two focused discussions and complementary cooperation. Students are not shy and can learn together, especially muhadatsah courses are more effective we are both trained to speak. Students memorize al hiwar faster, repeating with both, asking questions, taking turns, repeating until finally we can be proficient. The power of two method, one of the cooperative learning methods, fosters maximum cooperation with the power of two. . The use of the power of two learning in Arabic language learning for students of the Arabic Literature Study Program, Faculty of Letters UMI presents several components for the implementation of learning activities as a means of achieving Arabic language learning objectives including learning media that support the method.

The power of two learning activity aims to encourage cooperative learning and strengthen the synergy of two people, mutualism occurs, mutual benefit, complementarity and easier to learn conversation on muhadatsah material. This is also agreed by the Head of *the* Arabic Literature Study Program, Agus Salim that although each Arabic learning method has advantages and disadvantages, *the power of two method* in learning *muhadatsah is* one of the effective methods,

because it emphasizes student collaboration, cooperation and trains them both to speak Arabic fluently and fluently. As the principle of *the power of two* that thinking together is much better than thinking alone. Speech exercises that are done together are intended for faster mastery of the material and can direct each other if something is different. For example, different sounds can also have different meanings. In addition, students are more focused in exploring their ideas and feelings in learning together.

The application of *the power of two* method in practicing *al hiwar (*conversation), shows that students together with their respective friends find it easier to explore or speak directly with the power of two. Learning *muhadatsah* by not streamlining activities in pairs, two intense speaking exercises, then the achievement of speaking competence and final results, less effective.

This method is effective, because it aims to improve thinking skills, learning together. *The power of two* method in learning *muhadatsah* is one of the effective methods, because it emphasizes student collaboration, cooperation and trains them both to speak Arabic fluently and fluently. As the principle of *the power of two* that thinking together is much better than thinking alone. Speech exercises that are done together are intended for faster mastery of the material and can direct each other if something is different. For example, different sounds can also have different meanings. In addition, students are more focused in exploring their ideas and feelings in learning together.

Effectiveness of The Power of Two Learning Method in Arabic Literature Learning

The selection and use of appropriate methods have implications for increasing student activeness and learning outcomes for the better. The power of two cooperative learning method is one of the effective methods that emphasizes cooperative learning which has the principle that thinking together is much better than thinking alone.

The power of two learning method aims to train students to learn actively individually and in groups, so that learning outcomes become better. The application of this method with muhadatsah learning for students of the Arabic Literature Study Program is very effective, because it encourages students to explore their ideas and feelings and focus on discussing and training themselves to speak Arabic.Effective learning, lecturers design learning that makes students learn easily, fun and learning objectives can be achieved.

The results of the researcher's observations and interviews, then found several reasons put forward by students and the Head of the Study Program about the effectiveness of the application of the power of two learning method in learning Arabic. Learning that begins by giving questions to students, then they are directed to develop their thinking skills, find answers to the questions given, then formed in pairs, which are taken randomly, then they discuss the answers and practice speaking skills. This method is effectively carried out systematically and the lecturer supervises and assists during the learning process.

Learning with the power of two method also aims to build character in students' social competence, where students are accustomed to working together, understanding others and being jointly responsible for the tasks given are managed together. Students showed that the application of the power of two, aims to stimulate students to think to find their own answers. Learning Arabic with the *power of two*, students find the benefit that working on a problem alone will be more effective if working together with friends, sharing and building trust and mutual respect. According to students, I was a little difficult at first but the lecturer motivated me that nothing is difficult if we want to learn and thank God, even though at first I had difficulty finding my own answers but after trying I was also able to do it and especially when working with friends we complement each other and I believe something will not be difficult when we can share and discuss with friends, practice together and keep repeating, then we can also finally do it. This method is effective because we can solve the problem of ignorance at first, but by discussing together, we can find the answer, and train together in speaking Arabic.

Learning strategies are learning activities to achieve goals effectively and efficiently. The learning atmosphere, the use of methods according to the achievement of class goals, supported by learning media, lecturer motivation, then this method is effective for us to be able to more quickly

understand the material taught, especially in achieving *maharatul kalam* proficiency (speaking competence), supported by cooperation between students, more quickly we can speak as expected.

Atmosphere of The Power of Two Method Implementation Test in
Muhadatsah Learning of Arabic Literature Students, Faculty of Letters UMI

This method, directing students to learn by being given space and opportunity in developing the ability to explore our ideas and ideas that begin with thinking alone and then sharing with friends, this method is effective. The use of the power of two method really helps students in learning Arabic and students are more likely to be enthusiastic and focused in learning. Students are also fluent in the pronunciation of Arabic vocabulary. Learning with the power of two method is very effective, because we can build communication together, cooperation, and so on. The only suggestion is that in the application of this method, it is advisable to invite friends in pairs, referring to students who are smart and pairs who are less understanding so that each pair has a role as a tutorial for their friends.

The use of the power of two method is very good, but it is even better if it is supported by the lecturer starting by writing and mentioning orally, and dividing us into pairs by paying attention to the division of pairs, students who already understand and those who do not understand, so that they can help each other in learning in paired groups.. Lecturers teaching using the power of two method is very good for students, so that students immediately respond to what the lecturer teaches. Only lecturers are advised to use the time allocation well with a portion of more practice time Learning together, honing social competence and stimulating thinking, this is part of why we consider the power of two method effective in the application of Arabic language learning. In practice, students are directed to cooperate with friends, understand and be jointly responsible for completing the tasks given by the lecturer with a predetermined time.   In addition, students are taught to cooperate with friends, discuss with friends and be jointly responsible for the tasks given. Of course what we get in this learning is not limited to applying only in class but also outside the classroom, daily activities in social interaction. Courses that aim to achieve maharatul kalam competencies that emphasize student activeness in speaking, do not use the power of two method, then the achievement of learning outputs is less achieved, especially not supported by media and student commitment to learning.

Lecturers in the application of *the power of two method* make students more interested and understand, besides that it can save more time because there is no need to record all the material. Only indeed among us there are also those who are less focused, therefore the supervision of lecturers in the learning process must still oversee the entire process. Learning using the *power of two* method is very effective, especially in learning *muhadatsah*, but it must be underlined that *the* success of using this method is also supported by the readiness of lecturers and students. Lecturers must prepare teaching materials well, the duration of time used while we are more emphasized learning must master Arabic vocabulary, correct pronunciation of letters and the ability to work with others.

Another benefit with the application of *the power of two* method, the lecturer does not have to explain the teaching material repeatedly, so that time runs out. However, the emphasis for lecturers who will apply this method, must have a lecture plan what will be achieved, the material prepared to

achieve learning outputs, increase the academic achievement of female students, prepare to see first what the target is to be achieved in the learning process or the course being taught, worried about ineffective reception for students, especially if the lecturer is also less creative in transferring his knowledge to us.

The lecturer's skill in organizing the class with the use of the *power of two* method is an important thing to note. The use of active interaction patterns with the involvement of all students in learning is absolutely necessary for lecturers. This is intended so as not to cause boredom, boredom and liven up the classroom atmosphere for the success of students in achieving learning goals. With demonstrations, it is hoped that the teaching and learning process will avoid *verbalism* Lecturers direct us to manage thinking skills, hone thinking skills in finding answers to the tasks or questions given.

The effectiveness of the application of *the power of two* method, researchers can conclude:
1. Learning is more focused on students and lecturers as facilitators
2. Students are directed to manage their thinking skills, sharpen their thinking skills in finding answers to the tasks or questions given.
3. Students are given the opportunity to develop the ability to express their ideas and ideas
4. Students form a r e s p o n s i b l e character in carrying out the assigned tasks.
5. Students are accustomed to working with others and understanding others, this is related to students' social competence.
6. Students understand that the ability to think on their own will be better if they are together.
7. Student-focused learning and lecturers as facilitators
8. Students are directed to manage their thinking skills, sharpen their thinking skills in finding answers to the tasks or questions given.
9. Students are given the opportunity to develop the ability to express their ideas and ideas
10. Students form a responsible character in carrying out the assigned tasks.
11. Students are accustomed to working with others and understanding others, this is related to students' social competence.
12. Students understand that the ability to think on their own will be better if they are together.
13. The use of communicative learning methods can also have implications for student academic achievement.

The application of the power of two method, students can directly apply the four language skills, especially maharatul kalam, however, lecturers are also asked to first formulate teaching materials properly, systematically so as to achieve maximum results.

Collaborative learning activities have an impact on students learning actively, how the design and atmosphere of the classroom, encouraging active learning, the ability to teach through collaborative work activities in small groups, pairs. The learning method to be used is certainly tailored to the material to be taught to achieve learning objectives. The method must support educational interaction activities in the process of achieving goals, developing the ability of individual students to solve all the problems they face and then forming social competence, working together with friends.

The use of the power of two method in learning muhadatsah material, emphasizing teaching material through conversation, interaction between students and lecturers, and interaction between students and students by first reading, starting with the reading of the reading topic then followed by students.

Lecturers by using the power of two method supported by effective learning media, good class management, directing students not to make it the only source in learning. Lecturers form groups in pairs of two, directing students to share, especially if the lecturer has a data base on the competencies possessed by students, so that dividing groups in pairs refers to friends providing assistance to their friends who are still struggling, each person becomes a tutorial for their partner.

Solutions to Obstacles in the Application of *The Power Of Two* Learning Method in Arabic Literature Learning at the Faculty of Letters UMI

The application of the power of two method not only has advantages but also disadvantages. According to students, one of the shortcomings of the power of two method is that not all students are proficient and have the ability to express their thoughts and feelings verbally, some of their friends have a non Islamic boarding school background, therefore intensive training to start the learning process is something that needs to be emphasized at the beginning of learning. In addition, the need for learning media also supports and the time allocation used, because the discussion is too long without any time allocation arrangements in achieving the objectives. Therefore, lecturers must design learning for each face-to-face meeting, especially the time allocation used with the steps of learning activities.

Motivation to students is also important in overcoming obstacles in the application of the power of two. The educational background of students of the Arabic Literature study program, some of whom come from non Islamic boarding schools, so that they have an average ability to master Arabic vocabulary. Lecturers must design the determination of smart couples and those with average knowledge so that students can help each other who still do not understand, because it often happens that between couples is not conducive, there is no camestry, even though the essence of this method is to provide space for students to think and answer questions given by the lecturer and then discuss together with a partner comfortably and communicative interaction occurs and can be obtained well, speaking proficiency according to the expected goals.

Lecturers must recognize the character of each student about the need and provide strong encouragement to practice speaking with fluent Arabic, students understand the meaning of the words to be communicated, convey their thoughts and ideas effectively, not hesitate and fear of being wrong. Lecturers in learning this method, must supervise, especially in the process of interaction between students, this also minimizes, it is still found that some students are less focused in doing the tasks given. Lecturers in teaching muhadatsah material, al hiwar given, of course the word (الكلمة) and sentence (الجملة) must be in the student's knowledge environment.   .

The application of *the power of two* method*,* in learning muhadatsah according to the Head of the Arabic Literature Study Program, Faculty of Letters, this method is very effective, although there are still some things that need to be emphasized in its application. This also refers to that all learning methods are good and effective, however, all methods besides having advantages also have disadvantages, as well as the *power of two* method in its application with *muhadatsah* teaching material, although it is considered effective.

The *power of two* method solution*,* in muhadatsah learning

1. Lecturers first recognize the course to be taught and must be prepared with the material to be taught.
2. Lecturers analyze the needs and characteristics of students, this stage is important to recognize the stage of student development. Lecturers must have a data base on student abilities, this makes it easier to determine pairs. Determination of the pair at the same time is a tutorial, in addition to practicing speaking, it is hoped that students will help each other, when there is a partner who still has average knowledge can be helped by his partner who has more knowledge than his friend.
3. Lecturers must have good planning, including materials by adjusting the learning objectives to be achieved, media, and learning resources in an effort to improve the academic performance of female students.
4. The use of methods must be more creative and effective, not monotonous and revive a comfortable classroom atmosphere Lecturers direct students. Provide motivation and space for students to learn to manage their thinking skills, hone their social academics,
5. Time allocation used. Lecturers already have a plan for learning steps that will be carried out every face-to-face class with the time prepared and the achievement of learning objectives.
6. Discussion in pairs. Lecturers must still monitor and supervise observing the entire process, this aims to minimize students who are not focused on learning, so that all participants are directed to actively participate in learning and are trained to cooperate and respect their partners and focus on completing the assigned tasks. Students are often found to commit

fraud, only working on the results of their friends' work without bothering to work on their own, besides that, students are often found who do not understand, are not serious about learning, so of course the implications for learning objectives will not be achieved.

Learning activities with the power of two, are used to enhance learning, and emphasize the benefits of synergy, namely; that two heads are better than one. The assumption or theory underlying the cooperative learning model with the *power of two* strategy is that learners learn best when they can guide each other, have individual responsibility, and there is an agreement to be active and interactive.

The power of two method builds the same and correct perception of students in receiving subject matter. Lecturers make students more focused on learning and help recall material so that it is easier to share the knowledge and skills that have been learned. *The* implementation of Arabic language learning with the *power of two* method, lecturers can innovate or combine various communicative methods with the aim of reducing the role of lecturers communicating directly with students, but increasing student activeness with student centred.

CONCLUSION

The power of two learning method in Arabic learning in the Arabic Literature Study Program at the Faculty of Letters UMI is one of the *active learning* that emphasizes students to be more active in developing themselves, expressing participation in conversation activities with a partner, training them both to achieve *maharatul kalam* (speaking competence). The implementation steps, starting with the lecturer giving conversation questions on the blackboard / audiovisual media, the lecturer asks to answer the questions and divides in pairs to discuss each other's answers, after all are finished, the lecturer compares the answers of each pair, then agrees on the correct answer, after all complete the answer, the lecturer puts forward explanations and solutions to the problems discussed, the lecturer asks the pairs to practice *muhadarah,* until they are proficient by starting to review every word that is not clear or that is not understood, the lecturer asks the pairs that have been proficient to perform to demonstrate and evaluate and finally, the lecturer together with the students draw conclusions from the material taught and the next conversation topic. *The* effectiveness of *the power of two learning* in Arabic language learning at the Faculty of Letters UMI, increasing thinking skills, encouraging joint, cooperative and more focused learning, complementing each other, both are trained to speak more effectively and memorize *al hiwar* faster, by repeating together, directing each other if something is different, asking questions, taking turns until finally the achievement of Arabic *maharatul kalam* (speaking competence) can be achieved fluently and fluently. There is no most effective learning method, each method certainly has advantages and disadvantages, thus the application of *the power of two* learning method in learning Arabic Literature at the Faculty of Letters UMI. However, the problems that can occur in the application of this method can be overcome with solutions, namely: a) Lecturers first recognize the courses to be taught, b) analyze the needs and characteristics of students, c) Lecturers have good planning, e) The use of methods is more creative and effective, f) Lecturers provide motivation and space for students to learn to manage their thinking abilities, g) time allocation used, h) Lecturers supervise the entire process.

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