

## DEVELOPING READING SKILL BY APPLYING POWER THINKING

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**Abstrak:** Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan membaca dengan mengimplementasikan Power Thinking. Strategi ini merupakan bentuk outlining yang mengelompokkan ide pokok, subtopik dan kalimat detail. Rancangan penelitian yang digunakan adalah penelitian tindakan kelas. Subyek dari penelitian ini adalah mahasiswa semester satu Program Studi Pendidikan Bahasa Inggris STKIP PGRI Trenggalek Tahun Akademik 2015/2016. Penelitian dilakukan dalam dua siklus dengan beberapa perubahan aktivitas dari siklus 1 ke siklus 2. Hasil dari penelitian menunjukkan bahwa rata-rata hasil kerja mahasiswa pada siklus 1 adalah 64,08 dan siklus 2 adalah 71,84. Power Thinking dapat meningkatkan kemampuan membaca mahasiswa dengan: (1) membantu mahasiswa menemukan informasi yang penting dari teks dari pengelompokan ide pokok, subtopik dan kalimat detail; (2) membantu mahasiswa membuat ringkasan dari suatu teks yang merupakan salah satu bentuk penilaian atau evaluasi dari kegiatan membaca. Ini menunjukkan bahwa Power Thinking dapat diimplementasikan untuk meningkatkan kemampuan membaca.

**Kata Kunci :** Peningkatan, Kemampuan Membaca, *Power Thinking*

**Abstract:** The research is aimed to improve the reading skill by applying Power Thinking. Power Thinking is an alternative system for outlining information by grouping main ideas, subtopics, and details. The subjects of the research are the first semester students of English Language Education Department of STKIP PGRI Trenggalek in Academic Year 2015/2016. The research was conducted in two cycles with several changes of activities from cycle 1 to cycle 2. The result shows that the mean score of the students' work in cycle 1 was 64.08 and cycle 2 was 71.84. Power Thinking can improve the students' reading skill by: (1) helping the students find the important information from a text from grouping of main idea, subtopics and details; (2) helping the students make a summary of the text as one way to evaluate reading activity. It indicates that Power Thinking can be implemented to improve reading skill.

**Keywords:** Developing, Reading Skill, Power Thinking

### INTRODUCTION

Reading is one skill that should be studied by the students. According to Harmer (2007:99), there are many reasons why getting students to read texts is an important part of the teacher's job. In the first place, many students want to be able to read texts in English either for their careers, for study purposes or simply for

pleasure. Anything we can do to make it easier for them to do these things must be a good idea. Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Reading text also

provide good models for English writing. At different times we can encourage students to focus on vocabulary and punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs and whole texts. Students then have good models for their own writing.

According to Iftanti (2012: 150), regarding the importance of reading, it is essential that students who learn English as their foreign language (hereafter, EFL students) establish good English reading habits because they are very much involved in and greatly benefit from English reading practices.

Reading involves the interaction of an array of processes and knowledge (Hudson, 2007:10). It involves basic decoding skills such as letter recognition, higher-level cognitive skills, such as inferencing, and interactional skills, such as aligning (or not aligning) oneself with an author's point of view.

According to Hudson (2007:59), first language readers and second language readers differ in a number of important ways. First, second language readers are likely to be already literate in their first language. Second, reading in the first language typically begins after speaking is relatively advanced in that language, but second language learners typically do not have mastery of the spoken language prior

to beginning reading instruction. Third, there is a great cognitive difference between child first language readers and adults second language readers.

Reading involves perceiving the written form of language, either visually or kinesthetically (Alderson, 2005:13). If translation has taken place, reading is the same sort activity as listening, and only specific aspect of reading that we need to concern ourselves with as testers is the process of transformation from print to speech.

Based on the result of pretest as preliminary step conducted for the first semester students of English Language Education Department of STKIP PGRI Trenggalek, it indicated that the students' reading comprehension was not good. It was because they did not understand the content of the text and could not get the important information from it. It can be seen from the result of their summary. The mean score of the students' work was 49.88.

According to McNeil (1992:3), the belief that effective comprehension depends upon basic skills led to exercises centered on identifying main ideas, interpreting sequences, determining cause-and-effect relations, and drawing conclusions. Outlining, summarizing, and précis writing were thought to be helpful in comprehending (remembering) text.

One kind of outlining that can be used for learning reading is Power Thinking. It is an alternative system for outlining information that is hierarchical in nature (Jones, 2012). The outlines are classified into main ideas, subtopics that explain main ideas and details to explain subtopics. They help the readers find the concepts of the text and arrange the concepts into main ideas, subtopics and details. From the outlines made, the readers can get the concepts of the text well and comprehend it easier.

Based on the description above, the researcher assumes that Power Thinking is one of appropriate strategies that can be applied in learning reading. So, she conducts the research to help the students develop their reading comprehension.

In accordance with the background above, the statement of the problem is stated as follows: "How can Power Thinking develop the students' reading skill?" The study is conducted to improve the students' reading skill by applying Power Thinking.

The result of the study is expected to give contribution for: (1) the students, it is expected that the students can use or apply Power Thinking in learning reading as one way to comprehend the text; (2) other teachers, they can teach their students to use Power Thinking in learning reading, (3) other researchers, it is expected that

other researchers use the result of the study as reference to conduct the research about Power Thinking in learning reading.

According to Hudson (2007:33-34), there are two paradigmatic approaches of reading. They are bottom-up approaches and top-down approaches. Bottom-up approaches basically assume that a reader constructs meaning from letters, words, phrases, clauses, and sentences by processing the text into phonemic units that represent lexical meaning, and then builds meaning in a linear manner. This approach assumes that the reading task can be understood by examining it as a series of stages that proceed in a fixed order, from sensory input to comprehension and appropriate response. This person encodes the message into letters and words linearly in order to reconstruct the original notion or idea of the writer.

The top-down approaches assume that a reader approaches a text with conceptualizations above the textual level already in operation and then works down to the text itself. This approach views the information-processing circuit as being slower than assumed by the bottom-up approach as a result of memory capacity and mental limitations on the speed that information can be stored. Consequently, the reader makes continually changing hypotheses about incoming information. This reader applies background

knowledge, both formal and content, to the text in order to create meaning that is personally and contextually sensible.

Hulstijn (in Hudson, 2007:59), notes that it is important to address questions of whether good or poor second language readers read in the same way in their first language. He considers it to be of significance in two ways. First, our understanding of second language reading proficiency would increase if we could link it to theories that exist in first language research. Second, research that has been conducted in first languages will be important for understanding second language reading if processes in the two languages are similar.

First language readers and second language readers differ in a number of important ways. First, second language readers are likely to be already literate in their first language. Their pre-existing reading skills may influence their concepts of what reading is all about, and they may transfer their first language reading skills to the second language. This transfer of the first language skills may either assist or interfere in the second language. Second, reading in the first language typically begins after speaking is relatively advanced in that language, but second language learners typically do not have mastery of the spoken language prior to beginning reading instruction. The

acquisition of the reading skill is likely to be very different in the absence of speaking or in the absence of a knowledge of the syntax and vocabulary of the target language. Third, there is a great cognitive difference between child first language readers and adults second language readers.

Some strategies can be used for teaching reading. According to Brown (2007:366-371), there are some strategies that can be practically applied to classroom techniques: (1) identify the purpose in reading (2) use graphemic rules and patterns to aid in bottom-up decoding, (3) use efficient silent reading techniques for improving fluency, (4) skim the text for main ideas, (5) scan the text for specific information, (6) use semantic mapping or clustering, (7) guess when you aren't certain, (8) analyze vocabulary.

Jones (2012) defines that Power Thinking is an alternative system for outlining information that is hierarchical in nature. In other words, the information can be grouped according to main ideas, subtopics, and details. It considers information according level it belongs on, and we use numbers to signify those levels.

Power Thinking works as follows.

Power 1 : main idea, thesis, topic

Power 2 : subtopic, category  
of Power 1, detail of a Power 1

Power 3 : detail or subtopic of a Power 2

.....and so on.....

McNeil (1992:173) states that outlining is used to help students clarify relationship. They will remember the text easier by clarifying the relationship between the main ideas, subtopics and details. The outline is not only used to organize the thought, but it also ensures that the the students do not leave out anything important. Besides, Oshima and Hogue (2007:54) state that an outline is like an architect’s plan for house. The outline helps the reader understand the text well by classifying the main idea, subtopics and details. By having ability to differ them, the reader is able to find the content of the text easily.

Reading for academic purposes is commonly combined with writing activities such as note taking, answering post-reading questions, summarizing and writing response paper (Chiu, 2005:80). Among these types of writing, summarization has attracted the most research attention because it is believed to be the kind of strategy instruction that helps learners comprise macro propositions of a text and hence better understand the text. When summarizing the text, learners engage in a process that involve identifying the main ideas in a passage, distinguishing major and minor details, and restating the main ideas with the goal of expressing the gist of the passage.

The following is scoring rubric for summarization test.

**Table 1.**  
**Scoring Rubric for Summarization Test (Chiu, 2005:95)**

	4 points	3 points	2 points	1 point
Thesis Statement	The summary begins with a clear topic sentence that states the main idea of the original text	The summary begins with a topic sentence that states the main idea of the original text	The summary has a topic sentence that touches upon the main idea of the original text	The summary does not state the main idea of the original text
Content Inclusion & Exclusion	-Major details are stated and arranged in a generally logical order -No minor or unimportant details or reflections are added	-Major details are stated and arranged in a generally logical order -A few minor or unimportant details or reflections are added	-Some but not all major details are stated and not necessarily in a logical order -Some minor or unimportant details or reflections are added	-Few major details are stated and not necessarily in a logical order -Many minor unimportant details or reflections are added
Sentence Transformation	The author to a large extent restates the main ideas using	The author to some extent restates the main idea using his/her	The author has some difficulties restating the main idea using	The author cannot restate the main idea using his/her own

	his/her own words	own words	his/her own words	words (copying from the original text)
Grammar & Mechanics	There are few or no errors in mechanics, usage, grammar or spelling	There are several errors in mechanics, usage, grammar or spelling that do not interfere with meaning	There are some errors in mechanic, usage, grammar or spelling that to some extent interfere with meaning	There are serious errors in mechanics, usage, grammar or spelling that make the summary difficult to understand

According to McNeil (1992:172), making a summary is an important tool for understanding. Some rules to make a summary are: (1) delete unnecessary material – information that is trivial, (2) delete material that is important but redundant. In short, summarizing is a model for comprehending text to reveal the important information of it.

The previous research had been conducted by Tan (2015) with the title “Using Outline to Enhance Reading Comprehension in a High School English Language Classroom”. The method of his research was experimental design with 53 respondents of third year students of the MSU-Science High School, Marawi City. The instruments used were reading passages from Scholastic Aptitude Test (SAT). The respondents were divided into control dan experimental groups. The control group was given the reading passages to read without inputs on outlining, while the experimental group, before giving the same reading passages, the respondents were immersed with the

lesson on outlining. The result shows that the experimental group with respondents who were immersed in the lesson of oulining had better reading comprehensin compared with the control group without inputs on outlining.

From the previous research, it is indicated that outlining can enhance the reading comprehension. It can be used in reading class to help students understand the content of the text well by finding the important information.

## RESEARCH METHOD

The design of the research is action research. McNiff and Whitehead (2002:15) state that action research is a name given to a particular way of researching learning. It is a practical way of looking the practice in order to check whether it is as we feel it should be. Action research involves learning in and through action and reflection, and it is conducted in a variety context, including the social and caring sciences, education, organization and administration studies, and management.

Action research is more than just doing activities (McNiff and Whitehead, 2002:16). It is a form of practice which involve data gathering, reflection on the action as it is presented through the data, generating evidence from the data, and making claims to knowledge based on conclusions drawn from validated evidence. Levin (in McNiff and Whitehead, 2002:41) developed a theory of action research as a spiral of steps involving planning, fact-finding (or reconnaissance) and execution, in which later came generally to be understood as an action-reflection cycle of planning, acting, observing and reflecting.

The researcher conducted the research in STKIP PGRI Trenggalek. It was conducted to solve the students' problem in learning reading. The subjects of the research were the first semester students of English Language Education Department. The class consisted of 25 students. The class was used as the subject of the study because based on the pretest conducted, the result showed that the students' score were not good. The students' mean score was 49.88

The researcher conducts the research in some steps: planning, acting, observing and reflecting. In planning, the researcher prepares lesson plan including the material of the reading for the research and Power Thinking, Lesson plan is

designed as guidance for the researcher to apply Power thinking in reading class. The researcher also prepares the scoring rubric for summarizing because the activity used in reading is summarizing. The scoring rubric for summarization is related to thesis statement, content inclusion and exclusion, sentence transformation, grammar and mechanics. Criteria of success are also prepared to know the students' success in the research. The research is classified into success if the mean score can achieve at least 70.

Acting is done based on the planning made before. By using lesson plan, the researcher conducts the research. Acting is conducted in several activities. First, the researcher explains the report text to the students. She delivers an example of report text to all students. She asks them to read and comprehend it. Then she gives some questions orally to the students about the text. After having some answers of the students, she prepares herself to explain about Power Thinking. She explains it as one way to comprehend the text easier by using outline of the information from the text as the implementation of Power Thinking. The outline consists of main idea, subtopics and detail of subtopics. The researcher teaches how to apply it and assigns the students to make it based on the text given before. Then she discusses the outlines made by the students. The activity

is continued by making a summary of the previous outline. The outline is used as basic to summarize the text. The students have to submit their work before the class ends.

In observing, the researcher checks the students' work. She uses scoring rubrics of summarization test. The scoring rubric consists of four aspects. They are related to thesis statement, content inclusion and exclusion, sentence transformation, and grammar and mechanics.

In reflecting step, the researcher makes reflection of the result. She checks the students' work of summarizing by using scoring rubric of summarization. She then compares the students' work with the criteria of success. If the mean score of the students is lower than 70, it means that the research is not successful and the research should be continued. The researcher has to find the cause of the unsuccessful research. The researcher has to continue the research in next cycle with some revisions.

## **FINDINGS AND DISCUSSION**

The result of the students' work shows that the implementation of Power Thinking in cycle 1 did not meet the criteria of success although the students' mean score improved. The mean score gained was 64.08 and it was categorized into fair. The implementation is successful

if the mean score reached 70 or more and categorized into good level.

The unsuccessful research is caused by several problems. Firstly, it was related with the outlines as Power Thinking made by the students. From the result it can be seen that they did not how to outline well. Many sentences were put in the outlines. It means that the students could not take the important information of the text. Secondly, the problem was related with summarization. The students could not summarize well because the outlines did not show the important information that should be put in their summary. The summarization problems were about thesis statement, content inclusion and exclusion, and sentence transformation.

From the result of the research, the researcher considered that the research is needed to continue into cycle 2 with some changes. In cycle 2, she added some steps to implement it. Based on the students' result of cycle 1, the problems were caused by outlining and summarizing . So she explained more about how to make outline and summary well. The step aimed to help students created the outline and summary well based on the rules.

The results of students' summary shows that that the implementation of Power Thinking in cycle 2 met the criteria of success. The mean score gained 71.84 and it was categorized into good level. The

following table shows the students' mean score of preliminary, cycle 1 and cycle 2.

**Table 2.**  
**The Students' Mean Score of Preliminary, Cycle 1 and Cycle 2**

Preliminary	Cycle 1	Cycle 2
49.88	64.08	71.84

The success of cycle 2 was caused by the more explanation of outlining and summarization. From the previous cycle, it can be seen that the students did not understand well about how to outline and summarize. Based on the problem, the researcher gave more explanation and examples of them. In this cycle, it can be seen that the students' summary began with clear topic as main idea of the original text and stated the important details only. They did not add any unimportant information in their summary. They also used good grammar and mechanics in their summary. Observation checklist showed that the researcher implemented all activities prepared. It supported the success of the research.

It can be concluded that Power Thinking as the outline helped students summarize well. The students had basic to organize their summary by grouping the main idea and supporting details as important information of the original text.

The previous research about outlining in reading comprehension had been conducted by Tan (2015). The title of his research was "Using Outline to Enhance Reading Comprehension in a

High School English Language Classroom". In this research, he wanted to know whether the outline could enhance reading comprehension. The research was conducted in the MSU-Science High School, Marawi City with 53 respondents of third year students. The result of the research showed that experimental group with respondents who were immersed in the lesson of outlining had better reading comprehension compared with the control group without inputs on outlining. So, it can be concluded that outlining helps students comprehend the text easily.

## CONCLUSION

The result of the research showed that Power Thinking as the outline could develop the students' reading skill. It could be seen from the result of their summarization of the text given. In preliminary, the mean score of the students' result was 49.88; while in cycle 1, it was 64.08 and in cycle 2 was 71.84.

Power Thinking can develop the students' reading skill by helping the students find the important information of the text. It assisted them to classify the main idea, subtopics and details. It was not

only used to organize the thought, but it also ensured that the the students did not leave out anything important. Consequently, they could do summarization well in the next step by using the outline made before. The main idea, subtopics and details were used as plans to organize the summary of the text. Summary is one of tasks to asses reading. When the students were summarizing, they started with clear topic sentence that states the main idea of the original text, differed the major and minor details and restated the main idea with their own words. The students' summary were scored by scoring rubric for summarization test. It covered into four aspects. It was related with thesis statement, content inclusion and exclusion, sentence transformation, and grammar and mechanics.

Some suggestions are provided for the students, other teachers and other researchers. The students are suggested to apply Power Thinking to develop their reading skill. They are recommended to use it to comprehend the text easily by using the outline made. The researcher also suggests other teachers to implement Power Thinking as one of alternative ways in reading activity. They can use it for any text suitable with the material should be given in their class. It not only helps their students develop their reading skill, but it can also be the different way of their

teaching in learning reading. The other researchers are recommended to use different research design with the the same technique to enlarge knowledge and experience about Power Thinking.

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