

**THE EFFECTIVENESS OF FAN-N-PICK GAME TOWARD STUDENTS'
READING ABILITY:**

An Experimental Study at the Eight Grade Students of SMPN 1 Gunungsari

In Academic Year 2014/ 2015



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THE EFFECTIVENESS OF FAN N PICK GAME TOWARD STUDENT'S READINGABILITY:

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ABSTRACT

Penelitian ini berkaitan dengan penggunaan teknik Fan N Pick terhadap kemampuan membaca. Penelitian ini bertujuan mengidentifikasi apakah Fan N Pick memberikan pengaruh untuk meningkatkan kemampuan membaca untuk siswa kelas dua SMPN 1 Gunungsari tahun ajaran 2014/2015. Penelitian ini dilakukan dengan menerapkan desain penelitian eksperimen. Populasi penelitian ini adalah siswa kelas dua SMPN 1 Gunungsari tahun ajaran 2014/2015 yang terdiri dari 9 kelas dan dua diantaranya digunakan sebagai sampel pengumpulan data. Kelas tersebut yaitu kelas VIII-A sebagai eksperimen kelas dan kelas VIII-B sebagai kelas control, setiap kelas berisi 30 siswa. Dalam mengumpulkan data, peneliti menggunakan pre-test dan post- test dengan menggunakan test sebagai instrument pengumpulan data. Tes terdiri dari dua bagian yaitu bagian pertama terdiri dari 15 pilihan ganda dan bagian kedua terdiri dari 5 soal isian berdasarkan naskah reading. Setelah mengumpulkan data, peneliti menggunakan metode kuantitatif berupa t-test untuk menganalisis data. Berdasarkan hasil data analisis, didapatkan bahwa rata-rata pre-test dari kelompok eksperimen adalah 58 sedangkan kelompok control adalah 57. Sementara hasil post-test untuk kelompok eksperimen adalah 66 sedangkan kelompok control 62. Hasil dari uji t adalah 2.873 sedangkan nilai dari table-t adalah 1.671 pada taraf signifikansi .05 (95%) dan 2.660 pada taraf signifikansi .01 (99%) dengan tingkat kebebasan 58. Hasil ini menunjukkan bahwa nilai uji t lebih tinggi dari pada nilai t table ($2.837 > 1.671 > 2.660$). Hal ini berarti hipotesis nol ditolak dan alternative hipotesis diterima. Hasil ini mengidentifikasi bahwa penggunaan teknik Fan n Pick mempunyai pengaruh dalam meningkatkan kemampuan membaca siswa.

ABSTRACT

This study deals with the investigation of using Fan n Pick game toward student's reading ability. The aim of this study was to investigate whether fan n pick game gave significant effect to improve students reading ability for second grade students of SMPN 1 Gunungsari in academic year 2014/2015. It was conducted by applying experimental research design. The population of this study was the second grade students of SMPN 1 Gunungsari in academic year 2014/ 2015 consisting of 9 classes and two of them were used as sample for collecting the data. They were class VIII- A as experimental group and class VIII-B as control group, each of which

consisted of 30 students. In collecting the data the researcher used test as the instrument. The test consisted of two part, part 1 was 15 multiple choice questions and part 2 was essay of 5 question based on two reading texts. After data was collected, the writer used t-test in analyzing the data which described quantitatively. Based on the result of data analysis, it was found that pre-test mean score of experimental group was 58 and of control group was 57. Meanwhile their post-test mean score were 66 and 62. The result of t-test was 2.837 while value of t-table was 1.671 at confidence level 0.05 (95%) and the value of t-table at confidence level 0.01 (99%) is 2.660 with degree of freedom 58. This showed that the value of t-test is higher than t-table ($2.837 > 1.671 > 2.660$). It means that H_0 is rejected and H_a is failed to be rejected. This result indicates that using Fan n Pick game is better than using conventional ones. Therefore, it is concluded that fan n pick game has effective to increase student's reading ability.

Key words: *Fan n Pick, Reading Ability, Experimental Research*

1. INTRODUCTION

1.1 Background of the study

Nowadays, many people learn the international languages. One of the international languages is English. English is an important means of communication, which is used in many countries in this world. It plays an important role as an international language because people use it to interact with each other. English consists of some skill that should to be taught and one of them is reading skill. The reading skill is very important in education, students need to be exercised and trained in order to have a good reading skill. Reading is also crucial and indispensable for the students because the success of their study depends on the ability to read. If the students read the text in their own language, it is not really difficult, but when the students read in foreign language they find many difficulties, because there are so many differences between their own language and foreign language. As it is stated by Patel (2008:113) that reading is the most important skill for students but it is often perceived as the most difficult language skill. In other words, the students do not comprehend the content of the text correctly because they do not understand reading texts.

When students read a text, they are trying to understand the content of the message delivered by the author. This understanding is required to facilitate the reading process. If there is no understanding to the reader, the reading process does not occur because the purpose of reading is to comprehend the idea. According to Frank (1997: 84), the main purpose for reading is to comprehend the ideas in the text. Therefore, in order to comprehend what the students read, they should have the ability to recognize the words, identify the main idea of the text and draw conclusion.

The problem in reading also happened at SMPN 1 Gunungsari. When the writer conducted teaching apprenticeship at SMPN 1 Gunungsari has observed the problems of the students by interviewing some students and asking some information from the teacher connected to students' reading ability and methods that teacher applied in teaching reading. Some of students faced problems in understanding what they read, the meaning of difficult vocabularies, and the teaching were also done through traditional method such as conventional method. Teacher didn't divide his students into small groups; teachers just discussed the lesson in large group or in classroom setting. Students had only a little chance to express their opinion because the teacher speaks all the time. Therefore, teaching and learning process was not done through cooperative learning.

Such condition makes the students think English reading is a difficult subject, and some of them feel bored and do not like to study because they not understand the subject. Therefore, when the students at home and want to recall the subject from school and they still do not understand the lesson and none of the people at home can help them. In this case, the teacher's role is very important, the teacher can apply interesting method in teaching and learning English reading in order that students feel comfortable and want to pay attention to the materials taught by the teacher. One kind of method that teacher can apply in classroom is cooperative learning. One type of method is playing a game like fan n pick. In order to make fan n pick game more interesting, good media are needed in a cooperative learning. The term media is defined by Brown and Fred (2004: 2-3) as tools or the physical things used by a teacher must consider the characteristics of the students, which is directly related to the learning process such as verbal abilities, visual and audio perfection skills. Other factors which is also ought to be considered in media selection come from our instructional system model, that is, the organization of groups, the time available and the space in which the media will be used (Gerlach and Elly: 2006:255).

Fan n Pick is used to check the students understanding about the content of the text they read, to introduce a new topic, to review material that has been delivered by the teacher, and to share information. According to Kagan (2004: 118), there are some interesting methods to teach reading under cooperative learning like fan n pick. This method aims to work together in a team with their friends that can make students feel fun in learning process in order fan n pick motivate the students to learn. By applying this method, the students will be more active in reading. Reading lesson will be more interesting and later on will improve their achievements on reading comprehension.

Based on the background above, the writer investigated the application of Fan n Pick Game in teaching reading at SMPN 1 Gunungsari in academic year 2014/2015.

1.2 Statements of the Problem

The main problem to be researched in this study to answer the following research question:

Is Fan n Pick game effective in teaching reading at eighth grade of SMPN 1 Gunungsari in academic year 2014/2015?

1.3 Hypothesis of the Study

The researcher formulates Alternative Hypothesis (Ha) that is “Fan n Pick is effective in teaching reading at the second grade students of SMPN 1 Gunungsari” and Null Hypothesis (Ho) that is “Fan n Pick is not effective in teaching reading at the second grade students of SMPN 1 Gunungsari”.

1.4 Scope and Limitation of the Study

This study is related to the method applied in teaching reading that is using fan-n-pick game. In addition, this research is limited to effect of fan-n-pick game in teaching readings which involves comprehending the meaning of the sentence, recognizing the unfamiliar words and identify the main idea of the text. The subject of this study is the eighth grade of SMPN 1 Gunungsari academic year 2014/2015 at class VIII A and VIII B.

1.5 Significance of the Study

Theoretically, the teacher will know if Fan n Pick game is effective to improve student reading ability. The result of this research is expected to use as reference and additional knowledge for next research.

Practically, the result of this study will be given to the teacher of English lesson and English department as the additional information for the application of certain media in teaching reading.

2. REVIEW OF RELATED LITERATURE

The Importance of Reading

The importance of reading for human beings cannot be denied. Reading is fundamental to function in today's society, get the useful information that we have never known before, adding concentration, reduces our stress, increase our knowledge, and as entertainment. According to Hodgson (2010:193) reading is a process that is carried and used by readers to obtain the message, which is conveyed by the author through the medium of words or language. Reading must have a purpose, because with this aim, we will better understand what we want to read, according to Tarigan (2008:7) the purpose of reading itself there are two general purposes where we read to locate and obtain information from sources which we read

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reading is an activity with a purpose. According to Finochiaro and Bonomo (2008) stated that reading is bringing meaning to and getting meaning from printed or written material. Its mean that reading as an attempt to understand the meaning in the passage that is being read.

Game in Language Teaching

In order to make situation in learning process become enjoyable we must apply interesting media. One kind of interesting media is a game. Game is a system in which players engage in an artificial conflict, defined by rules, those results in a quantifiable outcome. Using games in learning process can attract student's motivation and make situation in the classroom becomes enjoyable. Game is the most effective and efficient way to introduce a variety of information to students. Games also can be the most effective way to make students dislike something, train the eye and hand coordination, and training cooperation. According to Richard Sandford (2008: 46) stated that games are a way for students to experience the struggles and successes of collaboratively working towards a solution to a complex problem set within an interesting storyline.

Fan N Pick as a Media for Teaching Reading

As professional teachers who have creativity in teaching and learning process, we have to solve the problem in order that our students become understand with the subject and we can achieve of the goals in teaching. One of the solutions that we can use to solve the problem in teaching and learning process is by using an appropriate method such as fan n pick game. According to Kagan (1994), there are some interesting methods to teach reading under cooperative structure like fan n pick. Fan n pick is a kind of cooperative learning that involves students working together in groups. By using this game in teaching reading the teachers can check the students understanding about the content of the text that they read, to introduce a new topic, sharing information, and to review the material that has been delivered by the teacher. Therefore, fan n pick is an interesting media to teach reading effectively in the classroom and also it can build the students self-confidence in expressing their opinion in reading activity.

Teacher Role in Fan-N-Pick Method

The role of teachers in Fan n Pick method is very important because the success of this method depend on the role of the teachers. According to Ausubel (2007 in Siti Mahilliah 2010) there are 4 key element of fan n pick teacher's role:

1. The teacher as mediator

As mediators teachers become a connection in learning process that is being explain through cooperative learning with real problems found in classroom.

2. The teacher as director-motivator

As director-motivator teachers play in guiding and mobilizing the discussions, help students in discussion but not give an answer. It also became the encourager to students to actively participate.

3. The teacher as facilitator

As facilitator teacher should be able to create comfortable and fun classroom atmosphere. The role facilitator means that the teachers helps students in learning activities and provide resources or equipment.

4. *The teacher as evaluator*

As an evaluator, teacher role is in assessing the teaching and learning activities that are taking place. This assessment not only on results, but more emphasis on the learning process.

Advantages and Disadvantages Fan n Pick Method

According to Kagan (2004), there are some advantages and disadvantages of Fan-N-Pick method in learning process:

The advantages of Fan-N-Pick are as follows:

- It can be applied at any level
- Encouraging students to learn from one another
- Motivating students naturally
- Promoting discussion more effectively
- Students learn how to be independent from the teacher and work together cooperatively

The disadvantages of Fan-N-Pick are as follows:

- It takes a lot of time
- It takes a lot of preparation, materials and effort from the teacher
- Classroom management is quite hard to handle

Fan n Pick Game as a Kinds of Cooperative Learning

Cooperative learning is one strategy for group instruction which is dealing with student-center approach. According to Brown (1994 in Wichadee, 2005) cooperative learning involves students working together in pairs or groups, and they share information. They are a team whose players must work together in order to achieve goals successfully and learning activity depends on sharing information in the social form of the learners. Fan n Pick is a new technique in cooperative learning and this is one of the strategies that helps engage all students in the learning process. In Fan n Pick, the teacher can make all of students work together in small group and share with their friend, but each student has responsibility to play a role such as, some students who is fanning the cards give it to other students then the students read it to next students and then the next students answer the questions. According to Kagan (2004:3) students play a card game to respond a question.

3. RESEARCH METHODOLOGY

3.1 Method of Research

The method that is used in this research is quantitative with experimental design. This study is designed into two groups, they are experimental group and control group. Each group is given test in the form pre-test and post-test. Experimental group students are taught by using Fan-N-Pick method while control group students are taught by using individual student report method. In this design, there are two groups taken randomly, both group are given pretest to know the different between experimental group and control group.

3.2 Population and Sample of the Study

The population of this research includes the entire second grade students at SMPN 1 Gunungsari academic year 2014/2015 that have learnt English as a foreign language which consists of nine classes, and the total of the students are 300 students.

In getting the sample the researcher used purposive random sampling technique and it was found two classes, which are VIII A and VIII B as the samples. From the two classes the researcher found that the students have the same social background, and the same males and females ability in two classes are same so that, they can be used as the sample. In other words, VIII A was be experimental group and VIII B control group in which each class consisted of 30 students. Therefore, the total of the students in both of the groups was 60 students.

3.3 Method of Collecting Data

In this research, the kind of data was quantitative data which was taken from the result of English reading comprehension test by the students. The sources of data in this research were students of class VIII – A and VIII – B of SMPN 1 Gunungsari. The form of the test is written test and the population will be given an English reading comprehension test, which are divided into two parts: short answer and multiple choices. The researcher applied two tests: pre-test and post-test. Pre-test was given before treating and post-test was given after treating in which each group was provided different treatment. Then, both of them were tested by the same test.

3.4 Data Analysis

To convert the student's raw score into the standard score, the writer used this formula:

$$T = 50 + \frac{X-M}{SD} \times 10$$

X = student's raw score

M = ideal mean score (Nurkencana 2000: 98)

SD = standard deviation

The method of data analysis in this research is quantitative, using t-test. After the scores for both pre-test and post-test are obtained, the writer calculate the mean score of both group experimental and control using this formula:

$$MA = \frac{x}{N}$$

$$MB = \frac{y}{N}$$

MA = the mean score of experimental group

MB = the mean score of control group

x = the deviation score of pre-test and post-test

N = the number of sample

□ = the sum

The main score gained by applying the formula above is analyzed and interpreted. After gaining the main score, then compare coefficients of the two main scores, whether it is significant or not. For this computation, the writer applies the following formula recommended by Arikunto (2010).

$$t = \frac{MA - MB}{\sqrt{\left[\frac{x^2 + y^2}{NA + NB - 2} \right] \left[\frac{1}{NA} + \frac{1}{NB} \right]}}$$

M	= the mean score of group
N	= the number of sample
x/y	= the deviation of x1/x2 and y1/y2
∑	= the sum of
√	= the root of
NA	= the number of sample of the data experimental group
NB	= the number of sample of control group

The criterion of test is if $t_{obs} \leq t_{table}$ with standard significance (α) 5% thus H_0 is rejected. If $t_{obs} \geq t_{table}$ thus H_0 fails to be rejected. t_{table} value is obtained from df (degree of freedom) = $n_1 + n_2 - 2$ (Sugiyono, 2012).

4. FINDING AND DISCUSSION

4.1 Findings

From the pre test score in experimental group, the mean score for raw score is 64 while in standard score is 58. For post test the mean score is 78 in raw score while in standard score is 66. On the other hand, from the raw score of pre-test for control group, the mean score is 60 and in standard score is 57, while for post test the mean score for raw score is 70 and standard score is 62. It showed that each group has an improvement.

After gain the standard score of both groups, then the writer continue to compute deviation and square deviation of both groups. The total deviation score of experimental group is 224 and square deviation is 2124. Furthermore, for the control group the total deviation score is 176 and square deviation is 1348.

Having calculating the mean deviation score and the sum square of deviation score in each group, the experimental group gained higher mean deviation score and sum square of mean deviation score than the control group did. Experimental group had result 7.5 for mean deviation and 451,5 for sum square of mean deviation. Meanwhile, the mean deviation of control group was 5.8 and the sum square of mean deviation was 315.5. So far, it can be assumed that the implementation of fan n pick technique gave effect to improve students in reading ability at the second grade students of SMPN 1 Gunungsari. However it was not reliable enough to know the significant effect between fan n pick technique and individual report technique (conventional technique).

Then, the researcher did a further analysis by using t-test to confirm whether fan n pick had effect or not. The result of t-test was 2.83 and degree of freedom (df) was 58.

4.2 Discussion

Having computed the data completely, the researcher would like to interpret the result whether fan n pick technique has effect or not by comparing the value of t-test and t-table. Based on the result of the data computation above, the value of t-test is 2.83 and the degree of freedom (df) is 58. In this research, the researcher takes two tailed test with

the confidence level .05 (95%) and .01 (99%). Thus, the comparison between the value of t-test and t-table can be seen in the table below.

t-test	t-table		
	Df	0.05	0.01
2.83	58	1.671	2.660

From the value of t-test and the t-table shown above, it can be said that t-test is higher than t-table. This indicates that the degree of difference of the mean score is significant in both confidence levels. In conclusion, the writer would like to state that cooperative learning model fan n pick significantly improve students' reading ability.

Therefore, it is clear that Null hypothesis (Ho) is rejected which states: if $t\text{-test} \geq t\text{-table}$ at the confidence level of 0.05 (95%) and 0.01 (99%) in testing hypothesis, Ho: "Fan n Pick is not effective in improving student's reading ability" is rejected. As a result, Ha is accepted.

Finally, from the analysis and the interpretation of the data above, the writer make conclusion that "Fan n Pick has effective in improving student's reading ability for the eighth grade students at SMPN 1 Gunungsari in academic year 2014/2015". This is proven by the mean of deviation score of experimental group are higher than those of the control group.

Fan n Pick is one of the techniques in cooperative learning which can make the students more enjoyable in learning activity. Reading activity is more fun when the technique is applied. One of the characteristics of cooperative learning is that there is a group discussion during learning activity. It makes the students more active in the classroom. According to Skidmore (2008:117), fan n pick is a method that helps all students in the learning process. It means that fan n pick can be used to help students more active in discussion with their teammate so they can share information about contents of the text.

In this situation, teacher just helps the students to have a good understanding about the content of the text they read. By using fan n pick game, students can adjust their reading skills to their partner because they are working together. They also encourage and support each other in language use. Fan n pick is a method that helps all students in the learning process. Fan n pick uses a set of cards for each group of five students. These cards consist of some questions about the content of the text the students read. The students are asked to answer the question on the card one by one in their group.

Although it is not always easy to answer the question of the text orally in front of the class, it is easy for students to talk with a supportive teammate. It can build their self-confidence and also it can be said that fan n pick is used to check the students' comprehension about the content of the text they read. Fan n Pick game gives the students new atmosphere on which students express their ideas freely, increases the students thinking and communication skill, information sharing and learn in different ways and master the lessons they have learned.

5. CONCLUSION AND SUGGESTION

5.1 Conclusion

From the result of the investigation it can be concluded that the data analysis showed the significance of using fan n pick method in improving student's reading ability. This had been proven by analyzing data from the distinction between two means score of experimental group and control group. It is also proved by analyzing with t-test formula which was obtained that the equal 2.837 was higher in level of significance to $0.05 = 1.671$ and to $0.01 = 2.6660$ with degree of freedom 58. The position of $t = 2.837 > 1.671 > 2.660$ and we can see the result of the mean score that they obtained from the pre-test and post-test of experimental and control group after comparing the scores. Therefore, it proves that the using of Fan n Pick method in experimental group has higher score that without using Fan n Pick method in control group.

Based on the analysis, the writer concludes that Fan n Pick method is effective to improve student's reading ability. This method has some advantages for students such as the students has new ways to express their idea about a text, increase the students thinking and communication skill, information sharing. Therefore, fan n pick is effective in teaching reading because it could increase the students' knowledge of reading and increase the ability of team work.

5.2 Suggestion

Regarding to the implementation of fan n pick in the classroom, the researcher would like to give some suggestions as follow.

1. The writer hopes that this study will become a contribute reference to teach reading for English teacher and Fan n Pick may be used in teaching reading by teachers at school because the teachers are expected to increase students reading comprehension.
2. The students are hopefully to have a new sight on English reading which may affect their positive attitude toward English learning.
3. The school is expected to accommodate teachers' and students' necessities for English classes.
4. This thesis hopefully inspires other researchers who are interested in conducting future research related to reading ability.

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