

ABSTRACT

Nuryani, Ani Dewi. 2016. The Effectiveness of Fan-N-Pick Method in Teaching Reading at The Eighth Grade Students of MTs Miftahul Ulum Balong in Academic Year 2015/2016. Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo (STAIN), Ponorogo, Advisor Drs. H. Dolar Yuwono, M.Pd.

Key words: The Effectiveness, Fan-N-Pick Method, Teaching Reading

Reading is one of receptive skills in which the students are asked to read and understand a text. It means the students must understand well about the text. If they understand a text, the information can be got easily. Reading also must be mastered by the students early. If the students do not learn to read early, they will difficult to receive knowledge well. Fan-n-pick method is cooperative learning and the interactive method can be used to teaching reading to understand the contents of the text can make students be active and fun, because they have role each other in each group.

The problem statement of this research is as follows: do the students who are taught using fan-n-pick method get a better score than those who are not taught by it in teaching reading at the Eight Grade in MTS Miftahul Ulum Balong in Academic Year 2015/2016? The purpose of this research is to identify if the students who are taught using fan-n-pick method get a better score or not in teaching reading at the Eight Grade in MTS Miftahul Ulum Balong in Academic Year 2015/2016.

This research applied quantitative approach and used the quasi experimental design. This research assigned two classes as an experiment class and as control class. The researcher used random sampling as sampling technique. Then the technique of data collection was test and documentation. The researcher used the "t" test formula as procedure of data analysis.

The result of this research showed that, the average of the post-test from experiment class who had been taught by fan-n-pick method was 75,847 and control class who were not taught by fan-n-pick method was 60,674. The result after treatment showed that t_o is 3,70. After being consulted with 5% significance level with db 52, the t_t was 2,02. The t_o (3,70) was more than t_t (2,02). H_a was accepted and H_o was refused.

So can be concluded that fan-n-pick method is effective for teaching reading at the eighth grade students of MTs Miftahul Ulum Balong in academic year 2015/2016 because the students who are taught using Fan-N-Pick method get a better score than those who are not taught by it in teaching reading at the Eight Grade in MTS Miftahul Ulum Balong in Academic Year 2015/2016.

CHAPTER I

INTRODUCTION

A. Background of The Study

In practicing English language especially in Junior High School, the goal of reading is to understand the content of the written text. The students must know what the message who the writer wants to transfer. Reading is one of receptive skills in which the students are asked to read and understand a text.¹It means the students must understand well about the text. Real readers do something with what they read.² So if we master reading skill, we can easy to get information and tell something to other.

Beside that we can also write a report based on information we have collected through reading. Smith said that readers must bring meaning to print rather than expect to receive meaning from it.³ If we want to write something like a resume of the text that we read, we must know the content of that text. We will simply read to receive pleasure. No matter outcome, we should remember that there is a reason why we are reading.⁴We can say that reading can be the fun activity, because we do not only get happiness but we can get also many information and knowledge.

Reading is required in about 90 percent of the work done in school or college subject.⁵ Not only in English lesson but in other lessons we must read first to understand the knowledge that want be transferred to us. Good students are usually good readers;

¹ Neil J. Anderson and David Nunan, *Practical English Language Teaching: Reading* (New York: McGraw Hill Companies,2008), 2.

²Gerald G. Duffy, *Explaining reading: ε for teaching concepts, skills, and strategies /*. — 2nd ed. (US: acid-free paper, 2009), 5.

³Berlin Abadan, *A History of English Language Teaching* (New York: Oxford University, 1984), 155.

⁴Nunan. *Practical English Language Teaching: Reading*,3.

⁵ Paul Witty. *How to become a better reader*. (Chicago: SRA), 9.

and good readers are usually good students.⁶ So if you want to be good students or you want to make your students be a good students you must be proficient in reading.

In a fact, reading is still thought as difficult part for learners. They are difficult to understand the content of written that they read. So, they cannot get an information that be transferred by the writer. At school, teachers only provide some guidance, but they cannot provide students with all the information that they need. The best service that teachers could provide to their students is to teach them reading strategies that might help them become independent readers so they are able to access all types of materials on their own.

Actually to overcome the difficulties in reading, the students need effective learning method. In teaching and learning process, the teachers can use the method that is suitable with the characteristic of the students and the lesson, and it can be included in the process of exploration, elaboration, and confirmation, as in way of lesson in KTSP. The teachers need the method that can increase students' reading skill. Cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and those of others.⁷ There are many kinds of cooperative learning which can be used in teaching. They are jigsaw method, STAD, think pair and share, fan-n-pick method etc. According to Slavin, each cooperative learning method is to some extent a unique solution to the problem of how to structure a classroom.⁸ The one of creative efforts is by using fan-n-pick method in teaching reading. According Kagan there are some interesting methods to teach reading under cooperative

⁶Ibid, 9.

⁷ Wendy Jolliffe, *Cooperative Learning in the Classroom* (London: Paul Chapman Publishing, 2007), 39.

⁸Robert Slavin, *Learning to Cooperate, Cooperating to Learn* (New York: Plenum Press, 1985), 67.

learning structures like fan-n-pick.⁹ This method is used to check the students' understanding about the content of the text they read, to introduce a new topic, review material that has been delivered by the teacher, increase the students' mastery of reading skills, thinking skills, communication skills, and information sharing .

Moreover, fan-n-pick is the interactive method that can be used to teach reading. Fan-n-pick method has an interesting ways. It can make students be active and fan, because they have role each other in each group. Student 1 holds question cards in a fan and says, "Pick a card, any card!" Student 2 picks a card, reads the question aloud, and allows five seconds of think time. Student 3 answers the question. Student 4 responds to the answer. For right or wrong answers, Student 4 checks and then either praises or tutors.¹⁰

In the other condition, many teachers still use direct method to teach reading. Direct method is a teacher centered model that has five steps: establishing set, explanation or demonstration, guided practice, feedback, and extended practice. A Direct method is characterized by the use of the target language as a means of instruction and communication in classroom.¹¹ So, teacher always uses target language to explain the material to the students. Although, students do not understand the teacher explanation.

Based on interview with Mr. Bambang, the students find difficulties in learning English especially in reading.¹²The students do not understand about the content of the text that they read. They feel difficult to understand the content of the text. The fact was shown that there are a few of students capable to understand the concept of the text

⁹Kagan Spancer and Miguel Kagan, Cooperative Learning (Kagan Publishing, 2009), 118.

¹⁰Ibid, 147

¹¹ Stern, H.H.,Fundamental Concepts of Language Teaching. (UK: Oxford University Press), 456.

¹² Interview with Mr. Bambang on 15 February 2016.

because they are not fluent to read and they feel difficult to find the meaning of the text. The other reason, the teacher teaches less interesting because the teacher only uses direct instruction method in teaching reading. From this case is needed a creative efforts to change the teaching technique from English teacher to make students understand easily. Such problem above, MTs Miftahul Ulum Balong has the same problem that's difficult in learning english, especially reading.

Base on the above phenomenon, the writer would like to try to investigate: **“The Effectiveness of Fan-N-Pick method in Teaching Reading At The Eighth Grade Students of MTS Miftahul Ulum Balong In Academic Year 2015/2016.”**

B. Limitation of The Problems

To avoid a deviation of the discussion, this study focused on some concerns identified as follow:

1. The subject of the study is the eighth grade students of MTS MiftahulUlumBalong in academic year 2015/2016.
2. The object of this study is the effectiveness of fan-n-pick method in teaching reading at the eighth grade students of MTS MiftahulUlumBalong in academic year 2015/2016.

C. Statement of The Problem

1. Do the students who are taught using fan-n-pick method get a better score than those who are not taught by it in teaching reading at the Eight Grade in MTS MiftahulUlumBalong in Academic Year 2015/2016?

D. Objective of The Study

To identify if the students who are taught using fan-n-pick method get a better score or not in teaching reading at the Eight Grade in MTS MiftahulUlumBalong in Academic Year 2015/2016.

E. Significance of The Study

The result of the study is expected to give some benefits theoretically and practically.

1. Theoretically

The result of this research is expected to give contribution of knowledge to develop the teaching and learning process especially in reading. This research is also expected to improve the perspective that reading is easy. So, many people want to study reading more.

2. Practically

There are three subjects who is hoped to get useful from this study, they are:

a. For teachers

It is expected to give useful contribution for teacher to help them in teaching their student especially in developing reading skill. This is especially for English teacher of MTS MiftahulUlum Balong in improving teaching skill by using fan-n-pick method, it also can motivate English teacher to be a professional teacher who is creative and innovative teacher to teach use interested method.

b. For students

It is expected to be useful for students especially for the eighth grade students of MTS MiftahulUlum Balong in academic year 2015/2016 who are attending reading class. It makes their study more active, enjoy, and it also can increase their reading skill.

c. For readers

It is expected to be useful for readers especially for the students of English Department of STAIN Ponorogo as a reference to use related method for reading class. So, they can get successful in reading section.

F. Organization of Thesis

The researcher writes this thesis in five chapters, these related one to another. The organizations of the thesis are:

- I. It is general description and takes a role as basic of mindset for thesis. The first chapter consists of background of the study, limitation and statement of the problem, objective and significance of the study, and organization of the thesis.
- II. Review of related literature about reading, definition of reading, the components of reading, the purposes of reading, the approaches in authentic reading, models of reading, teaching reading, the principles for teaching reading, method of teaching reading, cooperative learning, fan-n-pick method, direct method. This chapter also contains previous research finding, theoretical framework, and hypothesis.

- III. Contains research methodology. The research methodology consists of research design, population, sample, instrument of data collection, technique of data collection, and technique of data analysis.
- IV. Stands of research result. It contains research location and time of the research, data description, data analysis and discussion.
- V. Closing. It contains of conclusion and suggestion.





CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Reading

a. Definition of Reading

Reading is very important for us because through reading we can know the information, even reading can open our knowledge. So, if we want to understand something we must read. Another it, reading can train our brain to thinking try to analyze the text in order that to find the meaning. It is called the reading process.

Reading is a process of readers combining information from a text and their own background knowledge to build meaning.¹³ It means that to give easy to understand that is read with use schemata. In the same line mentioned that reading can be defined simply as making meaning from print.¹⁴ So when we read we need media to be read, that is printed file.

Reading is included on sub skills.¹⁵ It can be called receptive skill. When we read we must not product something, we only understand the text that we read. Receptive skill usually is developed before productive skills.¹⁶ Without receptive skill we cannot product something. So reading is very important skill that must be mastered by students if they want write something. Moreover reading

¹³Nunan, Practical English Language Teaching: Reading, 2.

¹⁴Ibid.

¹⁵ Jack C Richards. 30 Years of TEFL/TESL A Personal Reflection, (Singapore: SEAMEO Regional Language Centre), 18.

¹⁶ Peter Lucantoni, Teaching and Assessing Skills in English as Second Language (UK: Cambridge University Press, 2002), 29.

is called as the receptive written language skill.¹⁷ When we read, we need written text. Without written text, we cannot read something and we cannot get information too. It means that reading is one of the ways to get information with use written text.

According to Marcel “reading is the operation of the mind by which ideas are attached to the written words as the eyes glances over them.”¹⁸ When we read, we are not only look at the written text and read it loudly, but we must also think about the contents of the text. It means that reading is thinking process to understand the contents of the text by read. While Phonic state that reading is a psycholinguistic process which is situated in social context.¹⁹ So when we read, we are not only think about language but also about the culture. We can know the culture of other country when we read the text with other language. Reading means reading and understanding.²⁰ When we are reading, we are not only read but we must understand about the contents of the written text. Because the goal of reading is to understand the contents of the written text that we read.

Reading is an important life skill. They can use reading to learn and to gain information from the world around them. Reading can enhance their lives and be a source of great pleasure.²¹ Because when we read, we can get information. From that information, we can develop the information to know that must we do now to make our life be better.

¹⁷SanggamSiahan. The English Paragraph (Yogyakarta: GrahaIlmu, 2008), 3.

¹⁸Abadan, A History of English Language Teaching, 155.

¹⁹ David Nunan. Language Teaching Methodology (UK: Prentice Hall International, 1991), 72.

²⁰ Penny Ur, A Course in Language Teaching (New York: Cambridge University Press, 1996), 138.

²¹GlynisHannel, Success with Inclusion (1001 teaching strategies and activities that really work), (UK: Routledge, 2008), 26.

Reading is more than merely processing letters and sounds.²² In reading we should get message base on the written text. Reading is a complex skill, that is to say that it involves a whole series of lesser skills.²³ So, reading is not only look at the written text, we must continue in understanding process to understand the contents of the text.

From definitions above, the researcher concludes that reading is process to get information by read the written text and combines the information that is got by read with the reader's background knowledge. When we read we must need the written text that must we understand to get the information that want be transferred by the writer to the reader. After know the contents of the written text we can practice and create the information in resume of the contents. So, if the readers cannot understand and create the contents of the written text, they cannot be said they have read.

b. The Components of Reading

Reading has some components to reach the successfully in reading activity. It can help students in their learning process. As Fielding and Pearson state in particular, reading programs having the following four components can lead to student success, they are:

- 1) Extensive amounts of time in class for reading.

In reading activity, the students need a hard effort to catch the information. Therefore they need much time to read and understand the text carefully. Another it gives the opportunity to the students in processing information. The students

²² Deanne Spears, *Developing Critical Reading Skill* (New York: McGraw- Hill, 2006), 2.

²³ Geoffrey Broughton et al, *Teaching English as a foreign language*, (New York: Routledge education books, 1980), 89.

must know the vocabulary because without know it, they are not find the meaning or intention of the text. So, much time for reading class is needed.

2) Direct strategy instruction in reading comprehension.

The teacher gives direct instruction to the students in order that they can be guided for reading comprehension. The purpose of reading is to find information of the text. So, students focus in processing the meaning of text.

3) Opportunities for collaboration.

The teacher can make groups in students' reading activity. In group they can work together to collect information. It is called cooperative learning.

4) Opportunities for discussions on responses to reading.²⁴

In group they can share their ideas and integrate the result of reading activity. They discuss the material and how they respond it. Thus, they can find the best meaning with their group.

c. The purpose of reading

Reading has purpose to find information, such as material and meaning the written. There are many purposes of reading. They are:²⁵

- 1) Reading to search for simple information
- 2) Reading to skim quickly
- 3) Reading to learn from texts
- 4) Reading to integrate information
- 5) Reading to write
- 6) Reading to criticize texts for general comprehension

²⁴J. Michael O' Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, 95.

²⁵William Grabe and Fredericka.Stoler, *Teaching and Researching Reading* (London: Longman Inc, 2002),9.

In resume reading has many purposes and the students must know the purposes of the reading to make their reading successfully. The reading purposes can be the target to the students to know their ability in reading.

d. The Approaches in Authentic Reading

1) Reading in a Daily- Life Context

In our modern world, people use their reading skills constantly as they go about their daily activities. Our contemporary civilization requires that people be “functionally literate”, that is that they be able to read and interpret a wide variety of printed messages, ranging from signs and product names to menus, from bus schedules to movie announcements, from help- wanted to headlines, from printed instruction to notes or e-mail from colleagues or friends.

2) Reading for Information

In reading for information, the readers select what they are going to read on the basis of the specific questions they would like to have answered. The purpose is to expand their knowledge.²⁶ Here, the reader is motivated to get more information on a certain topic and thus searches out appropriate sources.

As the students read for information, they are actively looking for answers to previously established questions. Because the focus is on content, it is important that the reading material be accessible to the students. In conclusion, reading for information can help the students to get meaning from the source. By giving text and questions which contains information must be searched by students. Another it the students can learn through process reading to get information. In other hand, the students answer the questions.

²⁶ Anthony Mollica, Teaching and Learning Language. (SOLEIL publishing Inc), 368

3) Reading for Pleasure

In reading for pleasure, usually the people do in spare time or while waiting someone. In this activity, the reader can choose a magazine to be read. There are many kinds of magazine as sport magazine, fashion magazine, and science magazine etc. the reader can read all of them or one of them for their pleasure. The style and features of the articles in the magazine is typically straightforward and does not require reader interpretation. Any background information the reader might need is made explicit within the article itself. Typically readers select an article because they have some notion as to its content.

Similarly, students who are reading for pleasure should be encouraged try to discover the content before they read it. Here, students do not need to understand every word, but they should have a fairly accurate notion of the basic content.

4) Participatory Reading

Participatory reading or serious reading is the acquisition of information or new knowledge. The fiction or non-fiction texts have been written so as to require the reader's personal involvement. Frequently these reading assume certain background knowledge on the part of the readers, and then provide a new interpretation or an original view. Literary texts are meant not only to be read but also to be re- read. Frequently literary readings elicit a personal response on the part of the reader. Some students may even be inspired to create related texts of their own.

Based on explanation above, there are many kinds of approach in authentic reading. Start from reading daily activity, reading for information, reading for pleasure, and participatory reading have a different purpose. In this research, focuses on reading for information. Here, the students read the text to get information. In reading process, the students try to understand and catch meaning of text. There is a communication between the reader and writer through the text. So, the reader can get the message or information that be transferred by the writer.

e. Models of Reading

There are three models of reading:²⁷

1) Bottom – Up Model

Bottom- up models consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition. The reader constructs the text from the smallest unit. Start from letters, letters clusters, words, phrases, sentences, longer text, and finally meaning in order in achieving comprehension.

2) Top –Down Model

According to Grabe and Stoler point out that in top-down model of reading, comprehension is directed by the reader's goal and expectations. This model begins with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be

²⁷Nunan, Practical English Language Teaching, 70-73.

understood even if all of the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather than a mastery of word recognition.

3) Interactive Model

The approach that is accepted as the most comprehensive description of the reading process is an interactive approach. It describes a process that combines bottom-up and top-down, either alternately or at the same time.

2. Teaching Reading

a. Teaching Reading

Teaching reading means the act of guiding or instructing to create spoken work or anything expressed in orally. It is also student's activities which guides the students in their learning. In teaching reading has to provide students with reading skill. The students is better if they are mastery of reading skill. It is very useful for them.

Reading is also useful as part of the process of language acquisition.²⁸ It provides the students with opportunities to study language and its vocabulary, grammar, punctuation, and the way they construct sentences, paragraphs, and texts. Teaching reading is difficult work.

b. The Principles of Teaching Reading

²⁸Jeremy Harmer. How to Teach English. (England: Pearson Education Limited, 1998), 68.

There are eight principles for teaching reading, they are:²⁹

1) Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how second language works, and cultural background and knowledge. So, the reader's background knowledge is important for learners to follow the learning process.

2) Teach for Comprehension

Recent research emphasized the importance of vocabulary to successful reading. As I have developed my own philosophy of the role of vocabulary in reading instruction, I have decided that basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary. From that writer's explanation, vocabulary base must be mastered by the learners because it is the part to understand the text.

3) Build a strong vocabulary base

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. So, the teacher must has hard effort to teach the learners.

4) Work on increasing reading rate

²⁹David Nunan. Practical English Language Teaching. (Singapore: McGraw Hill, 2003),74-77.

One great difficulty in the second language reading classroom is that even when language learners can read, much of their reading is not fluent. Often, in our efforts to assist students in increasing their reading rate, teachers overemphasize accuracy which impedes fluency. So, the teacher must work hard to find the balance in improving reading rate and developing reading comprehension skills.

5) Teach reading strategies

Strategies are “the tools for active”, self-directed involvement that is necessary for developing communicative ability. To achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading.

6) Encourage readers to transform strategies into skills

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

7) Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and informal perspective requires time and training. Here, the assessment will be included in the reading classroom.

8) Strive for continuous improvement as a reading teacher.

The quality of the individual teacher is integral to success of second or foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom.

3. Method of Teaching Reading

According to Jeremy, method is types of activities, role of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization.³⁰ It means that method is important part to get learning successfully. To get learning successfully we must make good combination among teacher, learner, the material and so the model of syllabus.

Jim states that method is way of teaching.³¹ So the ways that teacher uses in teaching are called teaching method. Meanwhile Matrix said methodology in teaching is as the activities, tasks and learning experiences used by the teacher with the teaching and learning process.³² It means that methodology in teaching is the activities that are used by teacher in teaching and learning process.

Base on the explanation above, researcher concludes that method of teaching reading is the way that use by teacher to teach reading in a class. There are some method to teach reading for example fan-n-pick method and direct instruction method. Before explain the fan-n-pick method the researcher wants to explain about cooperative learning, because fan-n-pick is method that is included in cooperative learning.

³⁰Jeremy Harmer, *The Practical English Language Teaching* (Longman,)78.

³¹Jim Scrivener, *Learning Teaching* (MacMillan), 38.

³²Matrix Jackc. Richard, *The Language Teaching* (USA: Cambridge University Press, 1990), 35.

a. Cooperative Learning

In cooperative learning, each student is required not only to complete their part of the work but also to ensure that others do likewise.³³ Cooperative learning is characterized by positive goal interdependence with individual accountability. The positive goal interdependence provides the students with a learning situation in which they work together.

The technical term for this dual responsibility is ‘positive interdependence’, and it is the most important element of cooperative learning. Positive interdependence exists when students perceive that they cannot succeed unless others do and they must learn to coordinate their efforts to ensure that this occurs.³⁴

A cooperative reading class is an example in which the students are working together in small groups to help each other in comprehending a text. A student needs to be concerned with how he or she comprehends the text and how well the other students in his or her group comprehend the text.

Cooperative learning implies working together to achieve common goals. In cooperative activity, the students individually seek a favorable outcome for all members of the group. Cooperative learning is the use of small group instruction that allows the students to work together to maximize their learning and studying others members of the group. In connection with this definition, Slavin said that “cooperative learning is a model of learning in which the students learn and work in small groups in a collaborative whose members consist of 4 to 6 students with a

³³RoutledgeFalmer, *Cooperative Learning the Social and Intellectual Outcomes of Learning in Groups*, ed. Robyn. M. Gillies and Adrian. F. Ashman. (New York: Taylor and Francis Group, 2003), 37.

³⁴ Ibid, 39.

heterogeneous group structure. The success of learning in groups is depending on the capabilities and activities of group members either individually or in groups.³⁵

The researcher concludes that cooperative learning means the students who are working together in a group. They can share their ideas in their group. In cooperative learning is needed creative effort from the students to make their learning successfully. Through small group they can work effectively with each other. They learn to interact appropriately with each other and they felt more supported in their effort and were more willing to worktogether on their problem-solving activities.

b. Fan-N-Pick Method

Fan-n-pick method is included on cooperative learning. In cooperative learning, the goal of teaching is that students are not competing with other students for success.³⁶ So, cooperative learning focus on collaborate between the students to understand the material.

1) Definition of Fan-N-Pick method

Fan-N-Pick method is teammates play a card game to respond to the question.³⁷ The class must be divided become some groups. Roles rotate with each new question. This method is used to check understanding the text that they read. Fan-N-Pick is included on team building, social skill, knowledge building and thinking skill.

³⁵ EtinSolihatn, Raharjo, Cooperative Learning. (Jakarta: BumiAksara, 2008),4.

³⁶ Ronald L. Partin, *The Classroom Teacher's Survival Guide* (Jossey-Bass, 2009), 231

³⁷ Spencer Kagan and Miguel Kagan, Cooperative Learning (Kagan Publishing,2009), 147.

Fan-N-Pick can be played in some way. The first is in pairs. Student 1 fans; Student 2 picks and reads; Student 1 answers; Student 2 tutors or praises; students switch roles.³⁸ So in this way the group consists of two students.

The second way is in a group that consists of four students. Student 1 holds question cards in a fan and says, "Pick a card, any card!" Student 2 picks a card, reads the question aloud, and allows five seconds of think time. Student 3 answers the question. Student 4 responds to the answer. For right/wrong answers, Student 4 checks and then either praises or tutors.

2) The Procedure of Fan-N-Pick method

Below are the procedures of Fan-N-Pick method:

- a) Students read the text and understand contain and generic structure of the text.
- b) Student 1 holds question cards in a fan and says, "Pick a card, any card!"
- c) Student 2 picks a card, reads the question aloud, and allows five seconds of think time.
- d) Student 3 answers the question.
- e) Student 4 responds to the answer
- f) For right/wrong answers, Student 4 checks and then either praises or tutors.

For questions that have no right or wrong answer, Student 4 does not check for correctness, but praises and then paraphrases the thinking that went into the answer. Students rotate roles, one person clockwise for each new round.³⁹

Structures for Teambuilding Critical Attributes: Students interact with their teammates in an enjoyable and successful way. Functions: Teammates

³⁸ Ibid., Page 146

³⁹ Spencer Kagan and Miguel Kagan, 147.

know, accept, and like each other more. They feel a sense of team identity, mutual support, belonging, and inclusion. Teammates bond.

3) The advantages of fan-n-pick

According to Kagan, the advantages of Fan-N-Pick are: teambuilding and thinking.

Those are the advantages of Fan-N-Pick, teambuilding are resulted when students work together in a team with their friends. Then, thinking means the students are able to share their own idea in their group, and communications are available when they talk to each other for discussing.⁴⁰

B. Theoretical Framework

Reading is process to get meaning by combine the information from background knowledge to get meaning also creating meaning from the writer's said in the text. So, if readers don't create meaning, they can't be said read.

Method of teaching reading is the way that use by teacher to teach reading in a class. There are some methods to teach reading, one of them that is effective is fan-n-pick method.

Moreover, fan-n-pick is the interactive method can be used to teaching reading. Fan-n-pick method has an interesting ways. It can make students be active and fan, because they have role each other in each group. Student 1 holds question cards in a fan and says, "Pick a card, any card!" Student 2 picks a card, reads the question aloud, and

⁴⁰ Kagan, pg 3.

allows five seconds of think time. Student 3 answers the question. Student 4 responds to the answer. For right/wrong answers, Student 4 checks and then either praises or tutors.

C. Previous Research Finding

There are some previous studies that are found by researcher. The first is that done by Erawati the students of English Faculty of Teaching and Educational Sciences University of SwadayaGunungJati. Erawati in her research that the title *The Use Of Fan-N-Pick Method In Teaching Reading Comprehension To The Eighth Grade Students of SMPN 2 DepokKab. Cirebon* found that the implementations of Fan-N-Pick method can increase students reading ability in narrative text.⁴¹ In this research, the writer used experimental research design to obtain the data of pre-test and post-test which given to the group; the population of the research are 40 students. And the writer calculated the data she finds that t_{observed} is 3.33 and t_{table} with df (78) and significant level 5% is 1,991. Significant level is used to determine as Fraenkle explains that in educational research we use significant level 5% .and from the calculation, the writer finds that t_{observed} is higher than t_{table} or $3.33 > 1.991$.

Second is done by Vera Kristiana, the students of Magister Program of English Education of Pascasarjana UNS in her tesis that the title is “The Effectiveness of Fan-N-Pick Method in Teaching Reading Comprehension Viewed from Students’ Self Confidence”. Vera Kristiana found that Fan-N-Pick method is more effective than GTM

⁴¹Erawati, “The Use Of Fan-N-Pick Method In Teaching Reading Comprehension To The Eighth Grade Students of SMPN 2 DepokKab. Cirebon,” (Tesis, University of SwadayaGunungJati, 2013), 4.

method in teaching reading at the eighth grade SMP N 2 Kejobang.⁴² This research was conducted to prove whether or not Fan-N-Pick method is better than GTM in teaching reading comprehension. This research belongs to experimental research. The researcher compares with the students' self confidence. So in this research consists of three variables.

D. Hypothesis

Hypothesis is theoretical and logical prediction. Here, the researcher who is trying to measure the effect or the relationship between two or more variables must predict the answer of the problem or the finding of the research based on theory or based logical common sense.⁴³

Hypothesis is a temporary answer to statement of the problems of theoretical research that is considered most likely and highest levels were correct. The researcher make hypothesis that:

Ha : The students who are taught using Fan-N-Pick method get a better score than those who are not taught by it in teaching reading at the Eight Grade in MTS MiftahulUlumBalong in Academic Year 2015/2016.

Ho : The students who are taught using Fan-N-Pick method don't get a better score than those who are not taught by it in teaching reading at the Eight Grade in MTS MiftahulUlumBalong in Academic Year 2015/2016.

⁴² Vera Kristiana, "The Effectiveness of Fan-N-Pick Method in Teaching Reading Comprehension Viewed from Students' Self Confidence," *English Education*, [http://journal.pasca.uns.ac.id.vol.1.Issue.1\(2012\)](http://journal.pasca.uns.ac.id.vol.1.Issue.1(2012)), PP 121-131.

⁴³ Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction* (Malang: UM Press, 2013), 54.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

There were various research designs in a research. The design in this research used quantitative approach. Quantitative research is based on the measurement of quantity or amount.⁴⁴ Quantitative research design emphasized precisely on measuring variables and testing hypothesis that are linked to general causal explanation.⁴⁵ There are four kinds of experimental research, they are pre experimental, true experimental, quasi experimental, and single subject design.⁴⁶ The researcher used experimental research design method, especially quasi-experimental design to find the causal relation.

Charles stated in Adnan “ In educational settings, very often it is not possible to select the sample randomly out of all the population students. When the researcher can only assign randomly different treatments to two different classes, the researcher used quasi experimental research design.⁴⁷ So, quasi experimental research used to determine the samples that are not possible selected. There were two groups of subjects which are required in this research, they were experiment group and control group. Each group was subjected to a different treatment. The experiment and the control class should be parallel. It meant, the students of those classes had same capability and achievement in reading.

⁴⁴ C.R. Kothari, Research methodology Method and Techniques (New Delhi:New Age International (P) Ltd,2004), 3.

⁴⁵W. Laurence Newman, Social Research Methods: Qualitative and Quantitative Approaches (USA: Allyn and Bacon, 1991), 122.

⁴⁶John W. Creswell, Research Design Quantitative, Qualitative, and mixed methods approaches second edition.

⁴⁷Adnan Latief, Research Methods on Language Learning An Introduction, 95.

These classes were chosen based on English teacher's recommendation who knows their capability exactly. In this research used experiment to know the effectiveness of fan-n-pick method in teaching reading. Here, there were two variables, fan-n-pick method as dependent variable and teaching reading as independent variable.

The research design was as follows⁴⁸:

Group A O1-----X-----O2

Group B O3-----O4

Notes:

A :experiment class (the students who are taught use Fan-N-Pick method)

B : control class (the students who are taught direct method)

O1 : pre test for the experiment class

O3 : pre test for the control class

X : treatment

O2 : post test for the experiment class after using small group technique
O4 : post test for the control class after using conventional method.

Based on explanation above, in this research had two classes they were experiment and control class as the subject. Here, pre test did before treatment in order that to make students in same condition and to know the student's reading and post test after treatment to measure the effectiveness of that treatment.

The goal of the research design which used in teaching reading is to know this method is effective or not to be applied in teaching reading. These were three steps:

1. Pre Research Step

⁴⁸John W Creswell, Research design: Qualitative, quantitative, and mixed methods approaches/. -3rd ed., 160.

Here, the researcher should prepare the data which is needed before start the research. Firstly, determined between experiment and control class, lesson plan, and instrument.

2. While Research Step

For this step, the researcher applied fan-n-pick method in experiment class and conventional method in control class. Data would be conducted from pre test and post test.

3. Data Analysis Step

In this section, data which were gotten, would be analyzed by the researcher.

- a. Collected the post test score from experiment and control class.
- b. Test the data with t-test.

T-test is the one of statistic test which used to test the correctness or error of null hypothesis which declare that between two mean of samples which be taken randomly from the same population, there is no different significant.⁴⁹ Null hypothesis was used to know the effectiveness fan-n-pick method in teaching reading at the eighth grade students of MTs Miftahul Ulum Balong. Before did t-test the researcher should find the other result they were; mean, standard deviation, and standard error from each variable.

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

B. Population and Sample

1. Population

⁴⁹RetnoWidyaningrum, Statistika (Yogyakarta: PustakaFelicha, 2011), 153.

A population could be all the children in some group of interest, perhaps all the children in one school, or all the children in a specified age range in a certain district, or city, or in the UK overall.⁵⁰ It meant that population consists of a group students in a school. Population is all items in any field of inquiry constitute.⁵¹ So, if there were some people in the place, it be able called as population.

In this research, the population was eighth grade students of MTs Miftahul Ulum Balong in academic year 2015/2016. The total number of population were 69 students. They were divided into three classes. For those classes, the researcher chose two classes of the eighth grade as experiment class and controlled class. To select a sample, the researcher took a reading achievement data that had been done by the teacher. Then, the value of the results, the researcher measured means and standard deviation of the classes (had capability-similar or not).

The result of homogeneity found that from the two classes considered homogeny or have similar ability. Then among the two classes that belongs to experiment class and control taken as a sample in a lottery way.

2. Sample

A sample is a set of elements selected in some way from a Population.⁵² So, sample was a part of the population.

Sample was smaller number of the accessible population. According Charles in Adnan, cluster technique sampling involves the random selection of groups that

⁵⁰Roger Sapsford and Victor Jupp, Data Collection and Analysis, second edition (New Delhi: SAGE, 2006),27.

⁵¹ Kothari, Research methodology Method and Techniques, 55.

⁵² Roger Sapsford and Victor Jupp, Data Collection and Analysis, second edition (New Delhi: SAGE, 2006),26.

already exists.⁵³ So, we could choose sample by random. The sample of this research were the students in the class VIII A and VIII B. Class VIII A was as an experimental class and VIII B was as a control class.

C. Instrument of Data Collection

1. Validity

By far most complex criterion of an effective test and arguably the most important principle was validity, “The extent to which inferences made from assessment results are appropriate meaningful and useful in terms of the purpose of the assessment”.⁵⁴ To determine the internal validity of an instrument, the researcher used formula Karl Pearson product moment.⁵⁵

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

Where:

r_{xy} = coefficient correlation between variable x and y

N = total respondent

$\sum XY$ = total product score with score total

$\sum X$ = scores item total

$\sum Y$ = scores total

$(\sum X)^2$ = quadrate score item total

$(\sum Y)^2$ = quadrate score total

⁵³ Adnan Latief, *Research Methods on Language Learning An Introduction*, 185.

⁵⁴ Douglas Brown, *Language Assessment Principal and Classroom Practices* (New York: Longman, 2000),

⁵⁵ Grant Hening, *A Guide to Language Testing* (Los Angeles: A Division of Harper Row, 1996), 60.

It was very important to test the validity of our instrument before we held the research. Because when our instrument was valid, the data gained were accurate and valid.

To test the validity and reliability of the instrument, the researcher took a sample of 23 respondents used 30 item of reading test.⁵⁶ Validity of the calculated item instrument to 30 items about reading material. The calculation result of data validity, as follow:

The writer used 23 respondents to check the validity of the instruments. Based on the table Product Moment by the Pearson the coefficient correlation was 0,413. So, when the coefficient correlation was under 0,413, it could be concluded that the item was not valid instrument. Thus, the items were said to be valid instruments if the coefficient correlation of magnitude more than 0,413.

In this research instrument, the researcher made 30 questions to test the validity of items. From those questions, 30 questions were valid after tested by product moment the Pearson's formula. Here, product moment formula was used to know the items in the instrument valid or invalid with the criteria. The calculation result of data validity, as follow:

Table 3.1 The result of validity test:

No Item	"r" calculated (r_h)	"r" index (r_t)	Notes
1	0,5909	0,413	Valid
2	0,5681	0,413	Valid
3	0,6186	0,413	Valid

⁵⁶See Appendix 2

4	0,7212	0,413	Valid
5	0,4517	0,413	Valid
6	0,5161	0,413	Valid
7	0,5909	0,413	Valid
8	0,6603	0,413	Valid
9	0,4941	0,413	Valid
10	0,5851	0,413	Valid
11	0,5909	0,413	Valid
12	0,5909	0,413	Valid
13	0,7159	0,413	Valid
14	0,6221	0,413	Valid
15	0,6363	0,413	Valid
16	0,8271	0,413	Valid
17	0,8511	0,413	Valid
18	0,4517	0,413	Valid
19	0,5909	0,413	Valid
20	0,4941	0,413	Valid
21	0,7212	0,413	Valid
22	0,4799	0,413	Valid
23	0,7768	0,413	valid
24	0,4799	0,413	valid
25	0,7159	0,413	valid
26	0,5194	0,413	valid
27	0,7767	0,413	valid
28	0,7159	0,413	valid
29	0,8936	0,413	valid
30	0,5055	0,413	valid

Based on the table above there were 30 questions and they were valid. So the questions were used to collecting the data in this research.

2. Reliability

A reliable test is consistent and dependable.⁵⁷ Reliable was used to know the consistent of the questions. So if the test was given in different occasions it should have similar result.

In reliability using formula⁵⁸ as follow:

⁵⁷James Dean Brown, Testing in Language Program (US: Prentice Hall Regent, 1996),20.

$$r_{XX} = \frac{K}{K-1} \left(\frac{s_x^2 - \Sigma pq}{s_x^2} \right)$$

Where:

r_{XX} : reliability of the whole test

K : number of items on the test

S_x^2 : variance of scores on the total test (squared standard deviation)

P : proportion of correct responses on a single item

Q : proportion of incorrect responses on a single item

$$S^2 = \frac{\Sigma x^2 - \frac{(\Sigma x)^2}{N}}{N}$$

$$= \frac{10338 - \frac{(482)^2}{23}}{23}$$

$$= \frac{10338 - \frac{232324}{23}}{23}$$

$$= \frac{10338 - 10101,0439}{23}$$

$$= \frac{236'9560}{23}$$

$$= 10,3024$$

$$r_{XX} = \frac{K}{K-1} \left(\frac{s_x^2 - \Sigma pq}{s_x^2} \right)$$

$$= \left(\frac{30}{30-1} \right) \cdot \left(\frac{10,3024 - 4'6653}{10,3024} \right)$$

$$= \left(\frac{30}{29} \right) \cdot \left(\frac{5'6371}{10,3024} \right)$$

$$= 1,0345 \times 0,5471$$

= 0.5660 (Reliable)

The calculation of reliability above could know the value of the variable instrument reliability of student's reading achievement of class VIII.⁵⁹ Values 0,5660 then consulted with "r" table on the significance level of 5% is 0,413. Because "r" count (0,566)>"r" table (0,413), so the instrument could be said reliable. For more details it could be seen in the following table:

Table 3.2 Test Result of Reliability

"r" arithmetic	"r" table	Explanation
0.566	0,413	Reliable

D. Technique of Data Collection

The use of the right technique in collecting data was important to take the objective data. Technique of data collection was all of ways used by researcher to get data in the research.

1. Test

The technique of collecting data in this research was test. It helped teacher to learn more about their learners' needs and progress and about the effectiveness of their teaching. A test in simple terms, was a method of measuring a person's ability knowledge, or performance in a given domain.⁶⁰ Meanwhile, Testing is the collection of

⁵⁹See Appendix 4

⁶⁰ H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (Longman), 3.

quantitative (numerical) information about the degree to which a competence or ability is present in the test-taker.⁶¹

2. Documentation

Documentation defined as documents used as evidence or proof.⁶² Thus, documents were official paper that gives information or evidence. So, documentation was a kind of important technique to get the data about everything which is in the form of notes, transcript, book, newspaper, and so on.

E. Technique of Data Analysis

Test might be defined as an activity whose main purpose is to convey how well the testee knows or can do something.⁶³ In this study, after collecting the data researcher used “t-test” as the formula to analyze the data. Test-t was called when we are looking at the difference between the means of a continuous variable between two groups, we use a different test.⁶⁴ This technique was used because the researcher would like to measure the effectiveness of fan-n-pick method in teaching reading at the eight grade students of MTS Miftahul Ulum Balong in academic year 2015/2016. Another it, the researcher used statistical analysis to get result of this research. It was used to compare the result of post test the experiment class and control class.

Before testing hypothesis the data had to fulfil the assumption for testing the hypothesis. Those were normality and homogeneity.

⁶¹Sharon A. Shrock and William C. Coscarelli, *Criterion-Referenced Test Development Technical and Legal Guidelines for Corporate Training 3rd Edition*(2007, wiley), 15.

⁶²A. S. Hornby, *Oxford advanced Learner's Dictionary of Current english*. (New York: Oxford University Press, 1987), 132.

⁶³Penny Ur, *A Course in Language Teaching*. (New York: Cambridge University Press), 33.

⁶⁴Daniel Mujis, *Doing Quantitative Research in Education with SPSS* (New Delhi: SAGE, 2004), 131.

1. Normality test using Kolmogorov-smirnov test. Each of the two populations be compared should follow a normal distribution. The steps of analyzing normality test as follows:

a. Formulated hypothesis

Ho : the data was not normality distributed

Ha : the data was normality distributed

- b. Calculated the average (mean) to create a table

$$Mx = \frac{\sum fx}{n}$$

$$SDx : i \sqrt{\frac{\sum fx^2}{n} - \left[\frac{\sum fx}{n}\right]^2}$$

- c. Calculating the value of fkb
- d. Calculated each frequency divided by the number of data (f/n)
- e. Fkb calculating each divided by the number of data (fkb/n)
- f. Calculated the value of Z by the formula X was the original value of data and μ was the population mean could be estimated using the average of the sample or the mean while σ was the standard deviation of the sample values. Z values would be calculated each value after sorted smallest to largest.

$$Z = \frac{X - \mu}{\sigma}$$

- g. Calculate $P \leq Z$
- h. For a_2 values obtained from the difference between columns 5 and 7 (fkb/n and $P \leq Z$)
- i. For a_1 values obtained from the difference between columns 4 and 8 (f/n and a_2)

j. Comparing the highest number a_1 with Kolmogorov-Smirnov table

k. Test the hypothesis

If a_1 maksimum < kolmogorov smirnov table, receive H_a and data is normal distribution.⁶⁵

2. Homogeneity test used Harley test. Homogeneity test was the variance ratio test between two group or more.⁶⁶ This could be tested by Harley test.

$$F(\text{max})_{\text{count}} = \frac{\text{Var max}}{\text{Var min}} = \frac{SD_{\text{max}}^2}{SD_{\text{min}}^2} \text{ } ^{67}$$

The steps of analyzing homogeneity test as follows:

a. Make a frequency distribution table

b. Calculated SD formula

$$SD_x = \sqrt{\frac{\sum fx^2}{n_x} - \left(\frac{\sum fx}{n_x}\right)^2} \quad SD_y = \sqrt{\frac{\sum fy^2}{n_y} - \left(\frac{\sum fy}{n_y}\right)^2}$$

c. Using the Harley formula:

$$F(\text{max})_{\text{count}} = \frac{\text{Var max}}{\text{Var min}} = \frac{SD_{\text{max}}^2}{SD_{\text{min}}^2}$$

d. Comparing $F(\text{max})$ results calculated with $F(\text{max})$ table, with $db = (n-1 ; k)$

3. The “t-test” formula was as follow:⁶⁸

⁶⁵RetnoWidyaningrum. Statistika (Yogyakarta: Pustaka Felicha, 2011), 206-210.

⁶⁶Ibid. 214.

⁶⁷Ibid, 216.

T- Test used for small samples ($N < 30$) which had not correlation with one another.

The formulas are:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Steps:

1. Account the mean from variable I and variable II

$$M_1 = M' + i \left[\frac{\sum f x'}{n_1} \right] \quad M_2 = M' + i \left[\frac{\sum f y'}{n_2} \right]$$

2. Account the standard deviation from variable I and variable II

$$SD_1 = i \sqrt{\frac{\sum f x'^2}{n_1} - \left[\frac{\sum f x'}{n_1} \right]^2} \quad SD_2 = i \sqrt{\frac{\sum f y'^2}{n_2} - \left[\frac{\sum f y'}{n_2} \right]^2}$$

3. Account mean standard error from variable I and variable II

$$SE_{M_1} = \frac{SD_1}{\sqrt{n_1 - 1}} \quad SE_{M_2} = \frac{SD_2}{\sqrt{n_2 - 1}}$$

4. Account the different error standard between variable I and variable II

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

5. Measure t_0

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Interpretation:

1. Formulate H_a and H_o

H_a : there is a significant difference in mean between the variable X and Y

H_o : there is no significant difference in mean between the variable X and Y.

2. Test the truth of H_a and H_0 by comparing the value of t_0 with T_{table} with $db = n_1 + n_2 - 2$

3. Consulted with the “t”

On the significance level 5%, $t_0 > t_t$, then H_0 refused or received H_a .

On the significance level on 1%, $t_0 < t_t$, then H_a or H_0 received or refused.

In conclusion, interpretation was consulting the result between t_t (t-table) and t_0 (t-observation). If the result was higher than t_t , so, H_0 was refused and H_a was received and the meaning was there is significance difference in mean between variable X and Y. If the result was smaller than t_t , so, H_0 was received and H_a was refused and the meaning is there is no significance difference in mean between variable X and Y.



CHAPTER IV

RESEARCH FINDING

In this chapter the researcher reports on research location, data description, data analysis, and discussion.

A. Research Location

1. General Location

The researcher conducted the research at MTs Miftahul Ulum Balong in academic year 2015/2016. It is located in Tasikmadu Street Ngraket Village at Balong District Ponorogo. Even MTs Miftahul Ulum Balong as the Islamic Junior High School which was the first built in the Balong area, it had many students and not least with other Islamic Junior High schools in the region Ponorogo.

MTs Miftahul Ulum Balong supported by professional educators with educational qualifications S1. At its inception (1982) MTs Miftahul Ulum Balong only had a few classes and now has developed into 9 classes. MTs Miftahul Ulum Balong continued to develop themselves and are now aligned with another school in the town of Ponorogo. While it continued carved achievement both in academic and non-academic. For more information about MTs Miftahul Ulum Balong.⁶⁹

MTs Miftahul Ulum Balong used Kurikulum Tingkat Satuan Pendidikan (KTSP). This curriculum was developed from standard of content by school based on their context and potential. They improved the curriculum based on the demands of the times. They used

⁶⁹See Appendix 5,6,7

KTSP for all subject. So, the researcher also used lesson plan with KTSP model.⁷⁰

Teachers were figure to be ushwah khasanah or good attitude example for the students. The teachers had to act as advisor for the students in developing creativity and self potential and as motivator that helped the students raise the goal and aspiration. The existence of a teachers at MTs Miftahul Ulum Balong had a qualified majority of S1. This greatly affected the performance of the school in an effort to improve the quality of education. The whole teachers of MTs Miftahul Ulum Balong from many universities such as graduated from STAIN, INSURI, IAIRM and so on. So that, innovation and creativity teachers had increased and potential as educators, teachers, social and personal services can already be actualized although not 100%. The total of teachers in MTs Miftahul Ulum Balong is 21 teachers.

Students were the important component in education course. There are 284 students of MTs Miftahul Ulum Balong in academic year 2015/2016. It divided into three grades; the seventh grade, the eighth grade, and the ninth grade. The researcher conducted the study at the eighth grade students, because the big problem on english lesson was at the eighth grade. Some problems were like the students found difficulties in understanding english texts. The students didnot understand the meaning of the english text. The students often forgot some materials that the teacher had explained and the most important problem is the students have a low in reading. Here, the researcher conducted the research to solve that problem by applying fan-n-pick method. It is effective applied in teaching reading that is why this technique is worthy to be applied because it motivates students to pour their ideas easily.

B. Data Description

⁷⁰Appendix 8

In this research, the researcher used quasi experiment research. The population that was used in this research was the eighth grade students of M.Ts Miftahul Ulum Balong in academic year 2015/2016. The researcher took 46 students as samples and divided them into two groups. Each group consist of 23 students. The first group was the students who are taught by fan-n-pick method, and the second group was the students who are not taught by fan-n-pick method. Here, the researcher wanted to compare between learning by cooperative in group and learning not in group. There were some activities in this research.

1. The schedule of the research

This research was conduct in Februari, 22nd – April, 28th 2016. The schedule for experiment and control class can be seen in the table below:

Table 4.1: Experiment Class Schedule

Date	Activities
March, 31 st 2016	Pre-test
April, 4 th 2016	First treatment
April, 7 th 2016	Second treatment
April, 11 st 2016	Third treatment
April 14 th 2016	Post test

Table 4.2: Control Class Schedule

Date	Activities
March, 30 th 2016	Pre-test
April, 4 th 2016	First meeting
April, 6 th 2016	Second meeting
April, 11 st 2016	Third meeting
April 13 rd 2016	Post test

2. The procedure of the research in experimental class and control class

In experiment class, the researcher taught the students by using fan-n-pick method. The learning process was done in a set of the learning process involved in this study such as pre-test, first treatment, second treatment, third treatment with fan-n-pick method and post-test.

In pre-test there were 30 items of test. The item of test was multiple choice. After conducting treatments in teaching reading, researcher held post-test to know the effect of the treatment by using fan-n-pick method. The item of post-test were 30 items.

In control class, the researcher taught the students by direct instruction in whole class. The learning process was done in a set of the learning process involved in this study such as pre-test, first treatment, second treatment, third treatment with direct instruction method and post-test.

After giving treatment by using direct instruction, the researcher held post-test to know student's achievement. The item of post-test were 30 items. The items test were same with the items test in the post test of experimental class.

3. The result of pre-test and post-test

The researcher gave pre-test to the experiment class and control class to know the students achievement before they were given the treatment. Table below was the result of pre-test.

a. Pre- test on experiment class and control class⁷¹

Table 4.3 The Score of Students' Pre Test In Experiment Class

No	Name	Score
1	Agus Prasetyo	26
2	Ahmad Kafid Nur K.	43
3	Ahmad Rofiq	46
4	Alfian Reza Rifa'i	16
5	Catur Retnowati	32

⁷¹See Appendix 10

6	Dito Ervansyah	50
7	Ela Devi Eka Cahyanti	50
8	Elinda Susanti	63
9	Erna Handayani	56
10	Frendi Setiawan	66
11	Lina Mayogi Noviana	76
12	Maya Dwi Nur A.	80
13	M. Choirul Anwar	50
14	M. Ihsan Rifa'i	26
15	Nanda Alfrian	13
16	Narsun Ahmadi	36
17	Nur Fatmasari	56
18	Nurul Rohmatul s.	66
19	Ria Puspitasari	76
20	Riana Hermawati	70
21	Rizki Fatkhul Huda	13
22	Sholi Mahfud	36
23	Siti Farida	30

From the table above, could be seen that the highest scores for experiment class is 80; there is only one student who got the highest score. The lowest score for the experiment class is 13; thereweretwo students who have the lowest score.

Table 4.4 The Score of Students' Pre Test in Control Class

No	Name	Score
1	Agung Setiawan	30
2	Ahmad Asrofi	46
3	Ahmad Najib Al-Hafid S.Y.	36
4	Amar Makruf	30
5	Dewi Cholifatul Mafiroh	73
6	Eka Nur Latifah	53
7	Fathur Rahman	40
8	Fena Apriliawati	63
9	Frendy	36
10	Ginancar Widodo	36
11	Hadi Wiranto	46
12	Ihsan Mualif	40
13	Indah Puji Lestari	50
14	Khoirul Iswahyudi A.	36
15	Mahdalena Ira M.K.	76
16	Reza Elvina	83
17	Ria Fitri Atmuji	83
18	RafiatulKhasanah	60
19	Sti Hazizah	46
20	Siti Kholifah	86
21	Sukresno	33
22	Syamsiati	36
23	Tika Ristina	46

The table above showed the score of the pre test of the students not being taught using fan-n-pick method. The highest score for controlled class is 83; there were two students who got the highest score. The lowest score is 30; there is one student who got the lowest score.

b. Post-test experiment class (using fan-n-pick method) and control class (not being taught fan-n-pick method)⁷²

The researcher gave post-test after giving treatment to experimental class (using fan-n-pick method). The control class was taught with direct instruction method. And the table below were the result of post-test in experimental group and control group.

Table 4.5 The Score of Students' Post Test in Experiment Class

No	Name	Score
1	Agus Prasetyo	66
2	Ahmad Kafid Nur K.	66
3	Ahmad Rofiq	56
4	Alfian Reza Rifa'i	53
5	Catur Retnowati	63
6	Dito Ervansyah	60
7	Ela Devi Eka Cahyanti	70
8	Elinda Susanti	63
9	Erna Handayani	60
10	Frendi Setiawan	50
11	Lina Mayogi Noviana	86
12	Maya Dwi Nur A.	90
13	M. Choirul Anwar	56
14	M. Ihsan Rifa'i	56
15	Nanda Alfrian	63
16	Narsun Ahmadi	66
17	Nur Fatmasari	73
18	Nurul Rohmatul s.	73
19	Ria Puspitasari	80
20	Riana Hermawati	96
21	Rizki Fatkhul Huda	60
22	Sholi Mahfud	60
23	Siti Farida	50

From the table above, could be seen that the highest scores for experiment class is 96; there was one student who got the highest score. The lowest score for the experiment

⁷²See Appendix 11

class was 50; there were two students who have the lowest score. So that, could be concluded the post test of the students taught using fan-n-pick method was good.

Table 4.6 The Score of Students' Post Test in Control Class

No	Name	Score
1	Agung Setiawan	60
2	Ahmad Asrofi	36
3	Ahmad Najib Al-Hafid S.Y.	56
4	Amar Makruf	60
5	Dewi Cholifatul Mafiroh	70
6	Eka Nur Latifah	46
7	Fathur Rahman	56
8	Fena Apriliawati	63
9	Frendy	40
10	Ginanjari Widodo	53
11	Hadi Wiranto	43
12	Ihsan Mualif	66
13	Indah Puji Lestari	40
14	Khoirul Iswahyudi A.	53
15	Mahdalena Ira M.K.	83
16	Reza Elvina	93
17	Ria Fitri Atmuji	86
18	RafiatulKhasanah	50
19	Sti Hazizah	50
20	Siti Kholifah	90
21	Sukresno	40
22	Syamsiati	50
23	Tika Ristina	46

The lists of scores above, show the condition before (pre-test) and after (post-test). In experiment class, the achievement before treatment show that the students' achievement is less, but after treatment by fan—pick method the students' achievement is up. Whereas in control class, the achievement of pre-test and post-test the difference of two tests is not far. So, in experiment class the students' achievement is higher than in control class.

C. Data Analysis

Before testing hypothesis, the data had to fulfill the assumption for testing hypothesis. Those were normality and homogeneity of the data.

1. Normality

Normality test was conducted to know whether the data distribution was normal distribution or not.⁷³

a. Kolmogorov- Smirnov

For this test, it would be proposed the hypothesis as follow:

Ho: the data wasnot normal distribution

Ha: the data was normal distribution

Make table below to look for mean and standard deviation of variable x (the students' post-test in experimental class).

Table 4.7 Dataand Calculation mean and standard deviation of The Students' Post Test in Experimental Class.

X	F	f.x	x ²	f.x ²
96	1	96	9216	9216
90	1	90	8100	8100
86	1	86	7396	7396
80	1	80	6400	6400
73	2	146	5329	10658
70	1	70	4900	4900
66	5	330	4356	21780
63	2	126	3969	7938
60	3	180	3600	10800
56	3	168	3136	9408
53	1	53	2809	2809
50	2	100	2500	5000
		1525	61711	104405

⁷³RetnoWidyaningrum, Statistik(Ponorogo: STAIN Ponorogo Press, 2009), 206.

Calculate the average:

$$M_x = \frac{\sum fx}{n}$$

$$= \frac{1525}{23}$$

$$= 66,3043$$

Calculate the deviation standard:

$$SD_x = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$= \sqrt{\frac{104405}{23} - \left(\frac{1525}{27}\right)^2}$$

$$= \sqrt{4539,3478 - (66,3049)^2}$$

$$= \sqrt{4539,3478 - 4396,2616}$$

$$= \sqrt{143,0877}$$

$$= 11,9619$$

The researcher entered the data into Kolmogorof-Smirnof formula after found the mean and standard deviation. The result was showed in table below.

Table 4.8 Normality of Data and Calculation of the Students' Post Test in Experiment Group

X	F	Fkb	f/n	Fkb/n	Z	P ≤ Z	a₂	a₁
1	2	3	4	5	6	7	8	9
96	1	23	0.0434	1	2,4825	0,9934	0,0066	0,0368
90	1	22	0.0434	0.9565	1,9809	0,9767	0,0202	0,0636
86	1	21	0.0434	0.9130	1,6465	0,9495	0,0365	0,0799
80	1	20	0.0434	0.8695	1,1449	0,8729	0,0034	0,0468
73	2	19	0.0869	0.8260	0,5597	0,7088	0,1172	0,0303

70	1	17	0.0434	0.7391	0,3089	0,6179	0,1212	0,0778
66	5	16	0.2173	0.6956	-0,0254	0,4920	0,2036	0,0137
63	2	11	0.0869	0.4782	-0,2762	0,3936	0,0846	0,0023
60	3	9	0.1304	0.3913	-0,5270	0,3015	0,0898	0,0406
56	3	6	0.1304	0.2608	-0,8614	0,1949	0,0659	0,0645
53	1	3	0.0434	0.1304	-1,1122	0,1335	0,0031	0,0465
50	2	2	0.0869	0.0869	-1,3630	0,0869	0	0,0869

$a_1 \max = 0.089$

$D_t = n = 23$, on level 0.05 = 0.294. So, $D_t = 0.294$

On level 0.05 $D_{(0.05;27)} = 0.294$

$a_1 \max < D_t 0.294$, H_0 is refused

$a_1 \max > D_t 0.294$, H_0 is received

Because $a_1 \max 0.129 < D_t 0.27$, so, H_0 is refused that means the data was normal distribution.

The researcher entered the data into table below to find mean and standard deviation of the students' post-test in control class.

Table 4.9 Data and Calculation mean and standard deviation of The Students' Post Test in Control Class

Y	F	Fy	y ²	fy ²
93	1	93	8649	8649
90	1	90	8100	8100
86	1	86	7396	7396
83	1	83	6889	6889
70	1	70	4900	4900
66	2	132	4356	8712
63	2	126	3969	7938
60	2	120	3600	7200
56	3	168	3136	9408
53	2	106	2809	5618

50	4	200	2500	10000
46	3	138	2116	6348
		1412	58420	91158

Calculate the average:

$$M_y = \frac{\sum fy}{n} = \frac{1412}{23}$$

$$= 61,3913$$

Calculate the deviation standard:

$$SD_y = \sqrt{\frac{\sum fy^2}{n} - \left(\frac{\sum fy}{n}\right)^2}$$

$$= \sqrt{\frac{91158}{23} - \left(\frac{1412}{23}\right)^2}$$

$$= \sqrt{3963,3913 - (61,3913)^2}$$

$$= \sqrt{3963,3913 - 3768,8917}$$

$$= \sqrt{194,4996}$$

$$= 13,9463$$

The researcher entered the data into the table below used kolmogorof-smirnof formula.

The result of the normality test for control class were showed in table below.

Table 4.10 The Result of Normality Test for Control Group

Y	F	Fkb	f/n	Fkb/n	Z	P ≤ Z	a ₂	a ₁
1	2	3	4	5	6	7	8	9
93	1	23	0.0434	1	2,2664	0,9881	0,0119	0,0315
90	1	22	0.0434	0.9565	2,1022	0,9821	0,0256	0,0178
86	1	2	0.0434	0.0869	1,7645	0,9608	0,0578	0,0144
83	1	20	0.0434	0.8695	1,5499	0,9382	0,0687	0,0253
70	1	19	0.0434	0.8260	0,6172	0,7291	0,0969	0,0535
66	2	18	0.0869	0.7826	0,3044	0,6293	0,1533	0,0664
63	2	16	0.0869	0.6956	0,1153	0,5438	0,1518	0,0649
60	2	14	0.0869	0.6086	0,0997	0,5359	0,0727	0,0142

56	3	12	0.1304	0.5217	-0,3865	0,3520	0,1679	0,0393
53	2	9	0.0869	0.3913	-0,6016	0,2743	0,1170	0,0301
50	4	7	0.1739	0.3043	-0,8167	0,2090	0,0953	0,0286
46	3	3	0.1304	0.1304	-1,1036	0,1357	0,0053	0,1251

$a_1 \max = 0.1251$

$D_t = n = 23$, on level 0.05 = 0.294. So, $D_t = 0.294$

On level 0.05 $D_{(0.05;27)} = 0.294$

$a_1 \max < D_t 0.294$, H_0 is refused

$a_1 \max > D_t 0.294$, H_0 is received

Because $a_1 \max 0.1251 < D_t 0.27$, so, H_0 is refused that means the data was normal distribution.

2. Homogeneity

Homogeneity test is the variance ratio test between two group or more.⁷⁴ This can be tested by Harley test.

The formula is: $F(\max) = \frac{\text{Var max}}{\text{SD}^2 \max}$

$\text{Var min} = \text{SD}^2 \min$

Hypothesis:

H_0 : the data is homogenous

H_a : the data is not homogenous

Table 4.11 Calculating Mean and Deviation Standard for Experimental Group by Using Fan-N-Pick Method (X)

X	F	f.x	x^2	f.x ²
96	1	96	9216	9216
90	1	90	8100	8100

⁷⁴Ibid, 214.

86	1	86	7396	7396
80	1	80	6400	6400
73	2	146	5329	10658
70	1	70	4900	4900
66	5	330	4356	21780
63	2	126	3969	7938
60	3	180	3600	10800
56	3	168	3136	9408
53	1	53	2809	2809
50	2	100	2500	5000
Total		1525	61711	104405

Table 4.12 Calculating Mean and Deviation Standard for Control Group not being taught by Using Fan-N-Pick Method (Y)

Y	F	Fy	y ²	fy ²
93	1	93	8649	8649
90	1	90	8100	8100
86	1	86	7396	7396
83	1	83	6889	6889
70	1	70	4900	4900
66	2	132	4356	8712
63	2	126	3969	7938
60	2	120	3600	7200
56	3	168	3136	9408
53	2	106	2809	5618
50	4	200	2500	10000
46	3	138	2116	6348
Total		1412	58420	91158

The Calculating of Deviation Standard (X)

$$SD_x = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$\begin{aligned}
&= \sqrt{\frac{104405}{23} - \left(\frac{1525}{27}\right)^2} \\
&= \sqrt{4539,3478 - (66,3049)^2} \\
&= \sqrt{4539,3478 - 4396,2616} \\
&= \sqrt{143,0877} \\
&= 11,9619
\end{aligned}$$

The Calculating of Deviation Standard (Y)

$$\begin{aligned}
SD_y &= \sqrt{\frac{\sum fy^2}{n} - \left(\frac{\sum fy}{n}\right)^2} \\
&= \sqrt{\frac{91158}{23} - \left(\frac{1412}{23}\right)^2} \\
&= \sqrt{3963,3913 - (61,3913)^2} \\
&= \sqrt{3963,3913 - 3768,8917} \\
&= \sqrt{194,4996} \\
&= 13,9463
\end{aligned}$$

The Calculating by Using Harley Formula

$$\begin{aligned}
F(\max)_{hit} &= \frac{Var\ max}{Var\ min} = \frac{SD_{max}^2}{SD_{min}^2} \\
&= \frac{11,9619^2}{13,9463^2} \\
&= \frac{143,0726}{194,4992} \\
&= 0,7355
\end{aligned}$$

Compare between $F(\max)_{hit}$ and $F(\max)_t$

$$\begin{aligned}
db &= (n-1; k) \\
&= (23-1; 2) \\
&= (22; 2)
\end{aligned}$$

On 5% level = 2.84, $F_{0,05} (26; 2) = 2.84$

$F(\max)_{hit} 0,7355 < F(\max)_t 2.84$, so, H_0 is received that means the data is homogeny.

3. T- Test⁷⁵

a. The Analysis of student's Post-test in Experiment Group using Fn-N-Pick method(variable X)

To obtain data, the researcher uses reading test to 23 students for experimental group and 23 students for control group, to know the differentiate students' reading achievement at the eighth grade students of MTs Miftahul Ulum Balong in Academic Year 2015-2016, the researcher applied "t" test formula as stated below.

The first step is calculate the interval and class for make the table distribution:

$$I = \frac{R}{K}$$

$$\begin{aligned} K &= 1 + 3.322 \log n \\ &= 1 + 3.322 \log 23 \\ &= 1 + 3.322 \times 1.322 \\ &= 1 + 4.3916 \\ &= 5,3916 = \underline{5} \end{aligned}$$

$$\text{Highest score} = 96 \quad \text{Lowest score} = 50$$

$$\begin{aligned} R &= H - L + 1 \\ &= 96 - 50 + 1 \\ &= 47 \end{aligned}$$

⁷⁵ See Appendix 12

$$i = \frac{R}{K} = 47/5 = 9,4 = \underline{10}$$

Table 4.13 The Computation of Students' Post Test in Experimental Class

Interval	F	Fkb	X	X'	fx'	(X') ²	f(X') ²
87 – 96	2	23	91,5	+2	+4	4	8
77 – 86	2	21	81,5	+1	+2	1	2
67 – 76	3	19	71,5	0	0	0	0
57 – 66	10	16	61,5	-1	-10	1	10
47 – 56	6	6	51,5	-2	-6	4	24
Total	27				+10		44

a. Finding Average (Mean) of the variable X

$$\begin{aligned}
 M_x &= M' + i \frac{\sum fx'}{n_x} \\
 &= 71,5 + 10 \cdot \frac{+10}{23} \\
 &= 71,5 + (10 \times 4,347) \\
 &= 71,5 + 4,347 \\
 &= 75,847
 \end{aligned}$$

b. Look for SD_x

$$\begin{aligned}
 SD_x &= i \sqrt{\frac{\sum f(x')^2}{n_x} - \left(\frac{\sum fx'}{n_x}\right)^2} \\
 &= 10 \sqrt{\frac{44}{23} - \left(\frac{-10}{23}\right)^2} \\
 &= 10 \sqrt{1,9103 - (0,1889)^2} = 7 \sqrt{1,9130 - 0,0356} \\
 &= 10 \sqrt{1,8774} = 10 \times 1,3701 \\
 &= 13,701
 \end{aligned}$$

From the calculation above, it is known M_x= 75,847 and SD_x= 13,701.

b. The Analysis of student's Post-test in Control Group not being taught by fan-n-pick method(variable Y)

The first step is calculate the interval and class for make the table distribution:

$$I = \frac{R}{K}$$

$$K = 1 + 3.322 \log n$$

$$= 1 + 3.322 \log 23$$

$$= 1 + 3.322 \times 1.322$$

$$= 1 + 4.3916$$

$$= 5,3916 = \underline{5}$$

$$\text{Highest score} = 93 \quad \text{Lowest score} = 46$$

$$R = H - L + 1$$

$$= 93 - 46 + 1$$

$$= 47 + 1$$

$$= 48$$

$$i = \frac{R}{K} = \frac{48}{5} = 9,6 = 10$$

Table 4.14 The Computation of Students' Post Test in Control Group

Interval	f	fk	Y	Y'	fy'	(Y') ²	f(Y') ²
84 – 93	3	23	88,5	+2	+6	4	12
74 – 83	1	20	78,5	+1	+1	1	1
66 – 73	3	19	68,5	0	0	0	0
54 – 63	7	16	58,5	-1	-7	1	7
44 – 53	9	9	48,5	-2	-18	4	36
Total	27				-18		56

a. Finding Average (Mean) of the variable Y

$$M_y = M' + i \frac{\sum fy'}{n_y}$$

$$= 68.5 + 10 \cdot \frac{-18}{23}$$

$$= 68.5 + (10 \times -0.7826)$$

$$= 68.5 - 7,826$$

$$= 60,674$$

b. Look for SD_y

$$SD_y = i \sqrt{\frac{\sum f(y')^2}{n_y} - \left(\frac{\sum fy'}{n_y}\right)^2}$$

$$= 10 \cdot \sqrt{\frac{56}{23} - \left(\frac{-18}{23}\right)^2}$$

$$= 10 \cdot \sqrt{2,4347 - (0,7826)^2}$$

$$= 10 \cdot \sqrt{2,4347 - 0,06124}$$

$$= 10 \cdot \sqrt{1,8223}$$

$$= 10 \times 1,3499 = 13,499$$

From the calculation above, it is known $M_y = 60,674$ and $SD_y = 13,499$.

c. Testing Hypothesis (t_{test})

From both table above, the researcher compares the mean score of students' reading achievement taught using fan-n-pick method (X) and the students' reading achievement not being taught using fan-n-pick method (Y) with this steps:

a. Finding Average (Mean) of the variable X and Y

$$M_x = M' + i \frac{\sum fx'}{n_x}$$

$$= 71,5 + 10 \cdot \frac{+10}{23}$$

$$= 71,5 + (10 \times 4,347)$$

$$= 71,5 + 4,347$$

$$= 75,847$$

$$M_y = M' + i \frac{\sum fy'}{n_y}$$

$$\begin{aligned}
&= 68.5 + 10 \cdot \frac{-18}{23} \\
&= 68.5 + (10 \times -0.7826) \\
&= 68.5 - 7,826 \\
&= 60,674
\end{aligned}$$

b. Look for SD_x and SD_y

$$\begin{aligned}
SD_x &= i \sqrt{\frac{\sum f(x')^2}{n_x} - \left(\frac{\sum fx'}{n_x}\right)^2} \\
&= 10 \sqrt{\frac{44}{23} - \left(\frac{-10}{23}\right)^2} \\
&= 10 \sqrt{1,9103 - (0,1889)^2} \\
&= 7 \sqrt{1,9130 - 0,0356} \\
&= 10 \sqrt{1,8774} \\
&= 10 \times 1.3701 \\
&= 13,701
\end{aligned}$$

$$\begin{aligned}
SD_x &= i \sqrt{\frac{\sum f(x')^2}{n_x} - \left(\frac{\sum fx'}{n_x}\right)^2} \\
&= 7 \sqrt{\frac{72}{27} - \left(\frac{+18}{27}\right)^2} \\
&= 7 \sqrt{2,666666667 - (0,666666666)^2} \\
&= 7 \sqrt{2,666666667 - 0,4444444444} \\
&= 7 \sqrt{2,222222222} \\
&= 7 \times 1.490711985 \\
&= 10.4349839
\end{aligned}$$

$$\begin{aligned}
 SD_y &= i \sqrt{\frac{\sum f(y')^2}{n_y} - \left(\frac{\sum fy'}{n_y}\right)^2} \\
 &= 10 \cdot \sqrt{\frac{56}{23} - \left(\frac{-18}{23}\right)^2} \\
 &= 10 \cdot \sqrt{2,4347 - (0,7826)^2} \\
 &= 10 \cdot \sqrt{2,4347 - 0,06124} \\
 &= 10 \cdot \sqrt{1,8223} \\
 &= 10 \times 1,3499 = 13,499
 \end{aligned}$$

c. Determining standard error mean variable X and Y

$$\begin{aligned}
 SE_{M_x} &= \frac{SD_x}{\sqrt{n_x-1}} \\
 &= \frac{13,701}{\sqrt{23-1}} \\
 &= \frac{13,701}{4,6909} \\
 &= 2,9210 \\
 SE_{M_y} &= \frac{SD_y}{\sqrt{n_y-1}} \\
 &= \frac{13,499}{\sqrt{23-1}} \\
 &= \frac{13,499}{4,6909} \\
 &= 2,8776
 \end{aligned}$$

d. Difference standard error score of the means variable X and variable Y

$$\begin{aligned}
 SE_{M_x-M_y} &= \sqrt{SE_{M_x}^2 + SE_{M_y}^2} \\
 &= \sqrt{2,9210^2 + 2,8776^2} \\
 &= \sqrt{8,5322 + 8,2805} \\
 &= \sqrt{16,8127}
 \end{aligned}$$

$$= 4,1003$$

e. to score

$$\begin{aligned}t_o &= \frac{M_x - M_y}{SEM_x - M_y} \\ &= \frac{75,847 - 60,674}{4,1003} \\ &= \frac{15,200}{4,1003} \\ &= 3.7070\end{aligned}$$

D. Discussion and Interpretation

From the computation above, it was shown that the difference coefficient of students taught using fan-n-pick method and the students not being taught using fan-n-pick method is 3.7070 it was used to find out whether the difference coefficient was a significant coefficient or not, and furthermore it could be used as a basic to generate the population.

Hypothesis test (t_o) at 3.7070 from the computation above would be compared to the “t” index (t_t) with the condition stated below:

- 1) If the $t_o \geq t_t H_a$ was accepted. It meant that the mean difference of both variables was a significant difference.
- 2) If the $t_o < t_t H_a$ was refused. It mean that there was no mean difference of those variables. It also meant, the mean difference of those variables was not a significant difference, but the difference that was happened by the accident as a result from error sampling.

To determine the to was by checking db and consulted with the t_t score:

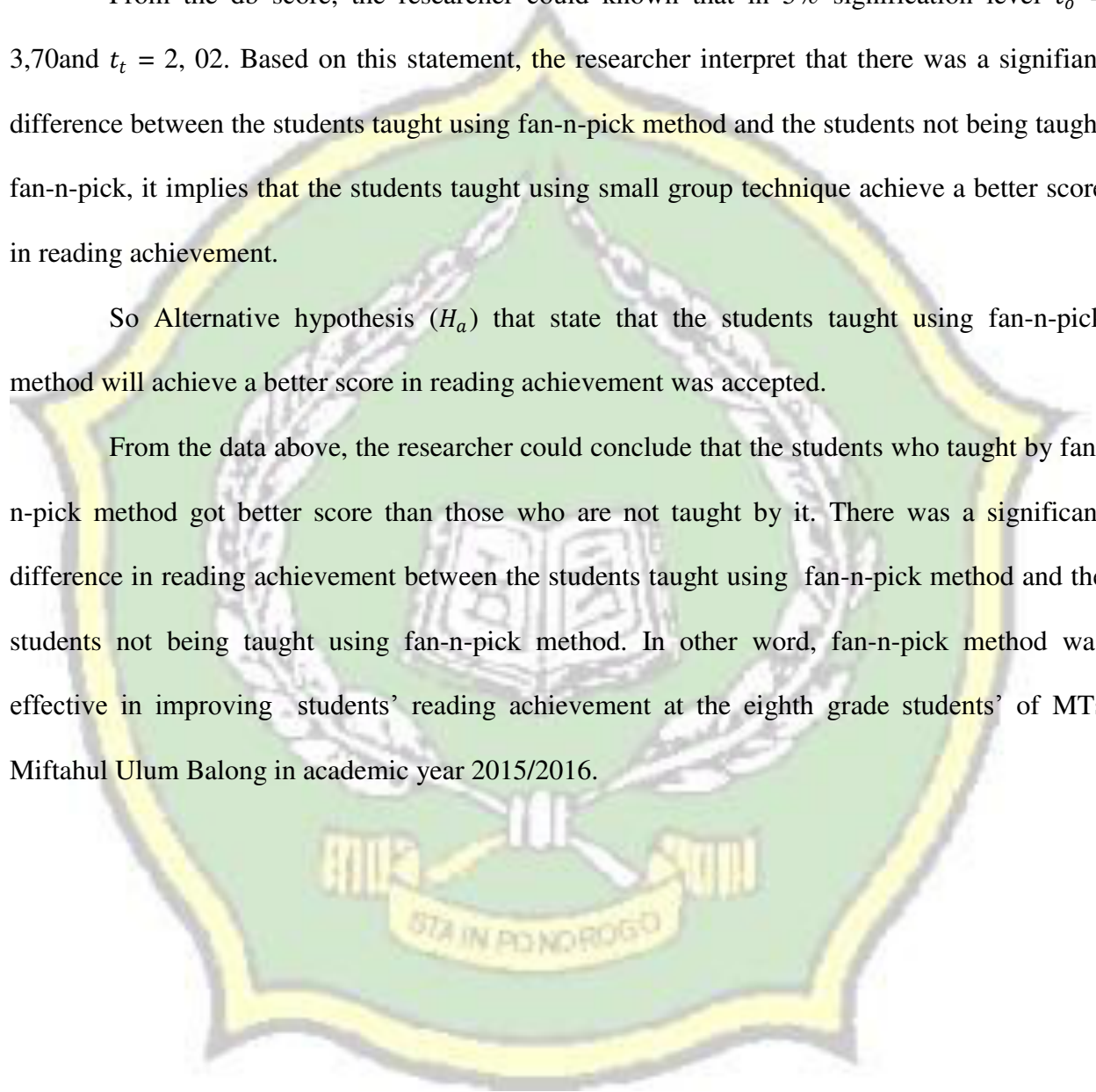
$$\begin{aligned} db &= n_1 - n_2 - 2 \\ &= 23 + 23 - 2 = 44 \end{aligned}$$

5%, $t_o = 3.7070 / 3.7070$, $t_t = 2.21$ so, $t_o > t_t$

From the db score, the researcher could know that in 5% significance level $t_o = 3.70$ and $t_t = 2.02$. Based on this statement, the researcher interprets that there was a significant difference between the students taught using fan-n-pick method and the students not being taught fan-n-pick, it implies that the students taught using small group technique achieve a better score in reading achievement.

So Alternative hypothesis (H_a) that states that the students taught using fan-n-pick method will achieve a better score in reading achievement was accepted.

From the data above, the researcher could conclude that the students who were taught by fan-n-pick method got a better score than those who were not taught by it. There was a significant difference in reading achievement between the students taught using fan-n-pick method and the students not being taught using fan-n-pick method. In other words, fan-n-pick method was effective in improving students' reading achievement at the eighth grade students' of MTs Miftahul Ulum Balong in academic year 2015/2016.



CHAPTER V

CLOSING

A. Conclusion

Based on the data described previously, the researcher draws the conclusion that there is significant difference on students' achievement who are taught by using fan-n-pick method and without fan-n-pick method in teaching reading on the eighth grade students of MTs Miftahul Ulum Balong in academic year 2015/2016. The students who are taught using fan-n-pick method have a better score than those who are not taught using fan-n-pick method. It can be proofed by the analysis of the students' score.

The result of this research in this study is the mean score of the post-test from the experimental group is higher (75,847) than post-test from controlled group (60,674). It has been found that the comparison value (t_0) between students' reading achievement who are taught using fan-n-pick method and who are not is 3,7070. This is higher than " t_t " value in the table, which is $t_t = 2.02$ at the level of significant 5% with $db=44$. So, H_a is accepted.

In the other word, fan-n-pick method has significant difference on students' achievement in teaching reading to improve students' reading achievement at the eighth grade students of MTs Miftahul Ulum Balong in academic year 2015/2016.

B. Suggestion

Considering the conclusion above, the researcher would like to suggest:

1. For the school

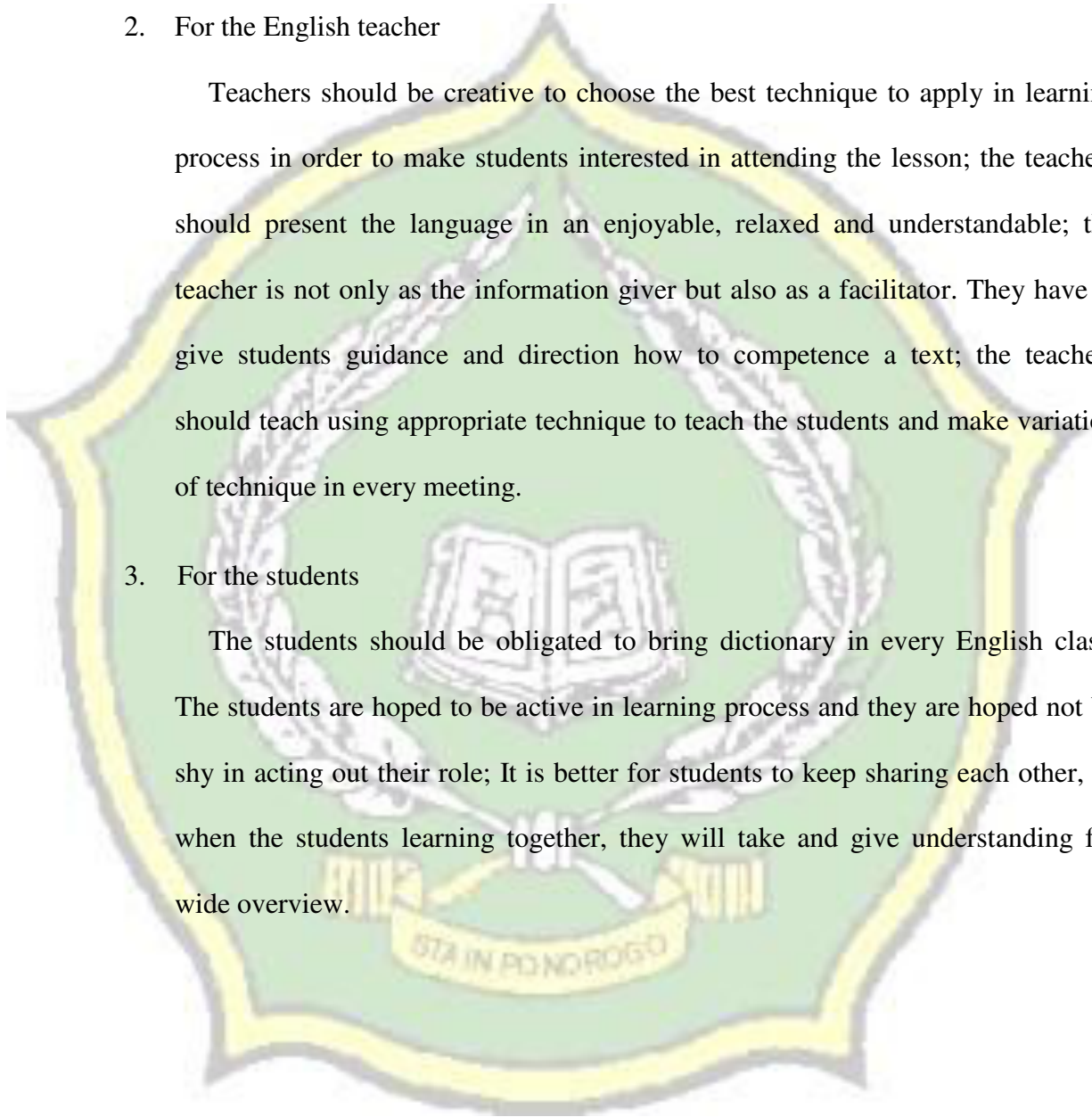
The school is suggested to improve the system and facilities for a better condition in teaching and learning especially for students. So, they will maximize their skill for a good achievement

2. For the English teacher

Teachers should be creative to choose the best technique to apply in learning process in order to make students interested in attending the lesson; the teachers should present the language in an enjoyable, relaxed and understandable; the teacher is not only as the information giver but also as a facilitator. They have to give students guidance and direction how to competence a text; the teachers should teach using appropriate technique to teach the students and make variation of technique in every meeting.

3. For the students

The students should be obligated to bring dictionary in every English class; The students are hoped to be active in learning process and they are hoped not be shy in acting out their role; It is better for students to keep sharing each other, so when the students learning together, they will take and give understanding for wide overview.



BIBLIOGRAPHY

Anderson, Neil J. And David Nunan. Practical English Language Teaching: Reading. New York: McGraw Hill Companies, 2008.

Arends, Richard I. Learning to teach. New York: McGrawHill, 2012.

Ary, Donald et al. Introduction to Research in Education Eighth Edition. USA: Wadsworth, 2010.

Broughton, Geoffrey et al. Teaching English as a foreign language. New York: Routledge education books, 1980.

Brown, H. Douglas Language Assessment Principal and Classroom Practices. New York: Longman, 2000.

Brown, James Dean. Testing in Language Program. US: Prentice Hall Regent, 1996.

Creswell, John W. Research design: Qualitative, quantitative, and mixed methods approaches/. 3rd ed. US: SAGE, 2009.

----- . Research Design Qualitative. Quantitative, and mixed methods approaches second edition.

Duffy, GeraldG.. Explaining reading: a resource for teaching concepts, skills, and strategies/ 2nd ed. US: acid-free paper, 2009.

Erawati. The Use Of Fan-N-Pick Method In Teaching Reading Comprehension To The Eighth Grade Students Of Smpn 2 Depok Kab. Cirebon.

Grabe, William and Fredericka. Stoler, Teaching and Researching Reading. London: Longman Inc, 2002.

Harmer, Jeremy. How to Teach English. (England: Pearson Education Limited, 1998)

----- . The Practical English Language Teaching, (Longman).

Hannel, Glynis. Success with Inclusion (1001 teaching strategies and activities that really work). UK: Routledge, 2008.

Hening, Grant. A Guide to Language Testing. Los Angeles: A Division of Harper

Row, 1996.

Hornby, A. S. *Oxford advanced Learner's Dictionary of Current English*. New York: Oxford University Press, 1987.

Ibadan, Berlin. *A History of English Language Teaching*. New York: Oxford University, 1984.

Jolliffe, Wendy. *Cooperative Learning in the Classroom*. London: Paul Chapman Publishing, 2007.

Kagan, Spencer and Miguel Kagan. *Cooperative Learning*. Kagan Publishing, 2009.

Kothari, C.R. *Research methodology Method and Techniques*. New Delhi: New Age International (P) Ltd, 2004.

Kristiana, Vera. *English Education*, <http://journal.pasca.uns.ac.id>. vol. 1. Issue 1 (2012)

Latief, Mohammad Adnan. *Research Methods on Language Learning An Introduction*. Malang: UM Press, 2013.

Lucantoni, Peter. *Teaching and Assessing Skills in English as Second Language*. UK: Cambridge University Press, 2002.

Mollica, Anthony. *Teaching and Learning Language*. (SOLEIL publishing Inc)

Mujis, Daniel. *Doing Quantitative Research in Education with SPSS*. New Delhi: SAGE, 2004.

Nunan, David. *Language Teaching Methodology*. UK: Prentice Hall International, 1991.

----- *Practical English Language Teaching*. Singapore: McGraw Hill, 2003.
Newman, W. Laurence. *Social Research Methods: Qualitative and Quantitative Approaches*. USA: Allyn and Bacon, 1991.

Partin, Ronald L. *The Classroom Teacher's Survival Guide*. San Francisco: Jossey-Bass, 2009.

Praveen, Dr. M.F. Patel M. Jain. *English Language Teaching (Methods, Tools & Techniques)*. Jaipur : SUNRISE Publisher, 2008.

Richard, Matrix Jack C. *The Language Teaching*. USA: Cambridge University Press, 1990.

Richards, Jack C. 30 Years of TEFL/TESL A Personal Reflection. Singapore:
SEAMEO Regional Language Centre.

Robert, Slavin. Learning to Cooperate, Cooperating to Learn. New York: Plenum
Press, 1985.

Sapsford, Roger and Victor Jupp. Data Collection and Analysis, second edition.
New Delhi: SAGE, 2006.

Scrivener, Jim. Learning Teaching. MacMillan.

Shrock, Sharon A. and William C. Coscarelli. Criterion-Referenced Test
Development Technical and Legal Guidelines for Corporate Training 3rd
Edition. Wiley, 2007.

Spears, Deanne. Developing Critical Reading Skill. New York: McGraw- Hill,
2006.

Stern, H.H.. Fundamental Concepts of Language Teaching. UK: Oxford
University Press.

Ur., Penny. A Course in Language Teaching. New York: Cambridge University
Press, 1996.

Widyaningrum, Retno. Statistika. Yogyakarta: Pustaka Felicha, 2011.

Witty, Paul. How to Become a better reader. Chicago: SRA.

