

**THE EFFECTIVENESS OF COOPERATIVE LEARNING BY USING FAN-N-PICK  
STRATEGY IN TEACHING READING OF THE SEVENTH GRADE STUDENTS AT  
SMPN 2 JETIS PONOROGO**

**THESIS PROPOSAL**



BY

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**2018**

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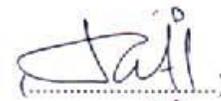
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## ABSTRACT

**Sucianti, Resti.** 2019. The Effectiveness of Cooperative Learning by Using Fan-N-Pick Strategy in Teaching Reading at the Seventh Grade Student of SMPN 2 Jetis Ponorogo in Academic Year 2018/2019. Thesis, english Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo, Advisor Wiwin Widyawati, M.Hum.

**Key words:** cooperative learning, fan-n-pick strategy, teaching reading

Reading is very important for students because through reading they can get the information and can open knowledge. At the seventh grade the students does not understand about the content of the text that they read. They was feel difficult to understand the content of the text. The fact was shown that there are a few of student is capable to understand the concept of the text because they are not fluent to read and they feel difficult to find the meaning of the text. So, they should taught by used media.

The purpose of this research is to identify whether the seventh grade students who are taught by cooperative learning method using Fan-N-Pick strategy get a better score or not. This research applied quantitative approach and used the quasi experimental design. This research assigned two classes as an experimental class and as control class. The population was taken from the seventh grade students of SMPN 2 Jetis Ponorogo in academic year 2018/2019. The number of the sample in this research was 23 students of experimental group and control group. The procedure of data collection was test and documentation. To analysis it, the researcher used t-test formula to know whether there was significant difference on students' reading ability who are taught by Fan-N-Pick strategy and students who are not taught by fan-n-pick strategy.

The result of this research showed the average of post-test from experimental class who had been taught by cooperative learning method use Fan-N-Pick strategy was 87,2 and control class who was not taught by cooperative learning method use Fan-N-Pick strategy was 80,2. The result after treatment showed that Hypothesis test ( $t_o$ ) at is 2,613 from the computation above would be compered to the "t" index ( $t_t$ ) at is 22 with the condition below: if the  $t_o \geq t_t$ ,  $H_a$  was accepted, it mean that the mean different of both variables was significant different. The researcher could know than 5% significant level  $t_o = 2,613$  and  $t_t = 2.07$ . So, from the computation above, it can be concluded that there is a significant difference between students' reading ability who are taught by Fan-N-Pick strategy and those who are not taught by Fan-N-Pick strategy at SMPN 2 Jetis Ponorogo. In other word, Englishteaching of cooperative learning by using Fan-N-Pick strategy was effective in teaching reading at the seventh grade students of SMP N 2 Jetis Ponorogo in academic year 2019/2020.

## SURAT PERSETUJUAN PUBLIKASI

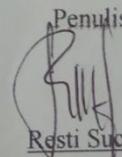
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## CHAPTER I

### INTRODUCTION

#### A. Background Of The Study

English language is very important for students, because English language is the International language in the world. Reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing.<sup>1</sup> Reading is a process undertaken to reduce uncertainty about meanings a text conveys. Reading does not draw on one kind of cognitive skill, nor does it have a straightforward outcome most texts are understood in different ways by different readers.<sup>2</sup> Reading is useful for other purpose too: any exposure to English (provided students understand it more or less) is a good thing for language students.<sup>3</sup>

In practicing English language especially in junior high school, the goal of reading is to give understanding about the content of the written text. The students must know what the message who the writer wants to transfer. Reading is one of respective skills in which the students are asked to read and understand a text.<sup>4</sup> On the other hand the purpose of reading is to get a new information.<sup>5</sup> It means the students must understand well about the text that they read.

In fact, reading is still taught as difficult part for learners. The especially students at SMPN 2 JETIS PONOROGO, it is are difficult for understand about the content, meaning of

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<sup>1</sup> Michelle Maxom, *Teaching English as a Foreign Language for DUMMIES* (ENGLAND: Wiley, 2009), 139.

<sup>2</sup> <https://coerll.utexas.edu/methods/modules/reading/01/>

<sup>3</sup> Jeremy Harmer. *How to Teach English* (England: Longman, 1998), 68.

<sup>4</sup> Neil J. Anderson and David Nunan, *Practical English Language Teaching: Reading* (New York: McGraw Hill Companies, 2008), 2.

<sup>5</sup> Caroline Linse and David Nunan, *Practical English Language Teaching: Young Learners* (New York: McGraw Hill, 2005), 73.

text they read. They cannot get an information transferred by the writer. Usually at school, teachers only provide some guidance, but they cannot provide students with all the information that they need. The best services 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.

In fact, to overcome the difficulties in reading, the students need effective learning method. In teaching learning process, the teachers can use the method and strategy that is suitable with the characteristic of the students and the lesson. The teachers need the method and strategy 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.<sup>6</sup> There are many kinds of cooperative learning which can be used in teaching. They are jigsaw method, think pair and share, fan-n-pick etc. According to Slavin, cooperative learning method is to some extent a unique solution to the problem of how to structure a classroom. There are many kinds of cooperative learning which can be used in teaching. One of them is Fan-N-Pick strategy in teaching reading.<sup>7</sup> Cooperative learning is a student-centered, students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal. According Kagan there are some interesting strategy to teach reading under cooperative learning structures like fan-n-pick.<sup>8</sup>

Moreover, Fan-N-Pick is the interactive strategy that can be used to teach reading. Fan-N-Pick strategy has an interesting ways. It can make students be active and fun, because they have role each other in each group. Students 1 hold question cards in a fan and says

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<sup>6</sup>Wendy Jolliffe, *Cooperative Learning in the Classroom* (London: Paul Champan Publishing, 2007), 39.

<sup>7</sup>Robert Slavin, *Learning to Cooperative, Cooperative to Learn* (New York: Plenum Press, 1985), 67.

<sup>8</sup> Kagan Spancer and Miguel Kagan, *Cooperative Learning* (Kagan Publishing, 2009), 118.

“Pick a card, any card”, Student 2 picks a card, read the questions aloud, and allows five seconds of think time. Students 3 answer the question. Student 4 responds to the answer. For right or wrong answers, Student 4 checks and then either praises or tutors.<sup>9</sup>

This strategy 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, to increase the students’ mastery of reading skills, thinking skills, communication skills and information sharing.

Based on interview with Mrs. Ririn, the students find difficulties in learning English especially in reading.<sup>10</sup> The students does not understand about the content of the text that they read. They wasfeel difficult to understand the content of the text. The fact was shown that there are a few of student is capable to understand the concept of the text because they are not fluent to read and they feel difficult to find the meaning of the text. The other reason, the teacher taught less interesting because the teacher only uses direct instruction strategy 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, SMP N 2 Jetis has the same problem that’s difficult in learning English, especially reading.

From the explanation above, the researcher would like to try to investigate: **“The Effectiveness of Cooperative Learning by using Fan-N-Pick Strategy in Teaching Reading at The Seventh Grade Students of SMPN 2 Jetis Ponorogo.”**

## **B. Limitation Of The Problems**

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<sup>9</sup> Ibid 147

<sup>10</sup>Interview with Mrs. Ririn on 4 February 2019.

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

1. The subject of the study is the seventh grade students of SMPN 2 Jetis Ponorogo in academic year 2018/2019.
2. The object of the study is the effectiveness of Cooperative Learning by using Fan-N-Pick strategy in teaching reading of the seventh grade students at SMPN 2 Jetis Ponorogo in academic year 2018/2019.
3. The researcher would like to limit only on the ability in descriptive text.

### **C. Statement Of The Problem**

Based on the background of the study above, the statement of the problem statement is formulated into:

Do the seventh grade students who are taught by cooperative learning method using fan-n-pick strategy get a better score than those who are not taught by it in teaching reading?

### **D. Objectives Of The Study**

1. To identify whether the seventh grade students who are taught by cooperative learning method using fan n pick strategy get a better score or not.

### **E. Significances Of The Study**

The result of the study is expected to give 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.

## 2. Practically

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

### a. For teachers

It is expected to give useful contribution for teacher to help them in teaching their students especially in developing reading skill. This is especially for English teacher of SMPN 2 Jetis Ponorogo in improving teaching skill by using fan-n-pick strategy, it also can motivate English teacher to be a professional teacher who is creative and innovative teacher to teach using interesting strategy.

### b. For students

It is expected to be useful for students especially for the seventh grade students of SMPN 2 Jetis Ponorogo in academic year 2018/2019 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 IAIN Ponorogo as a reference to use related strategy for reading class. So, they can get success in reading section.

## **F. Organization Of The Study**

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

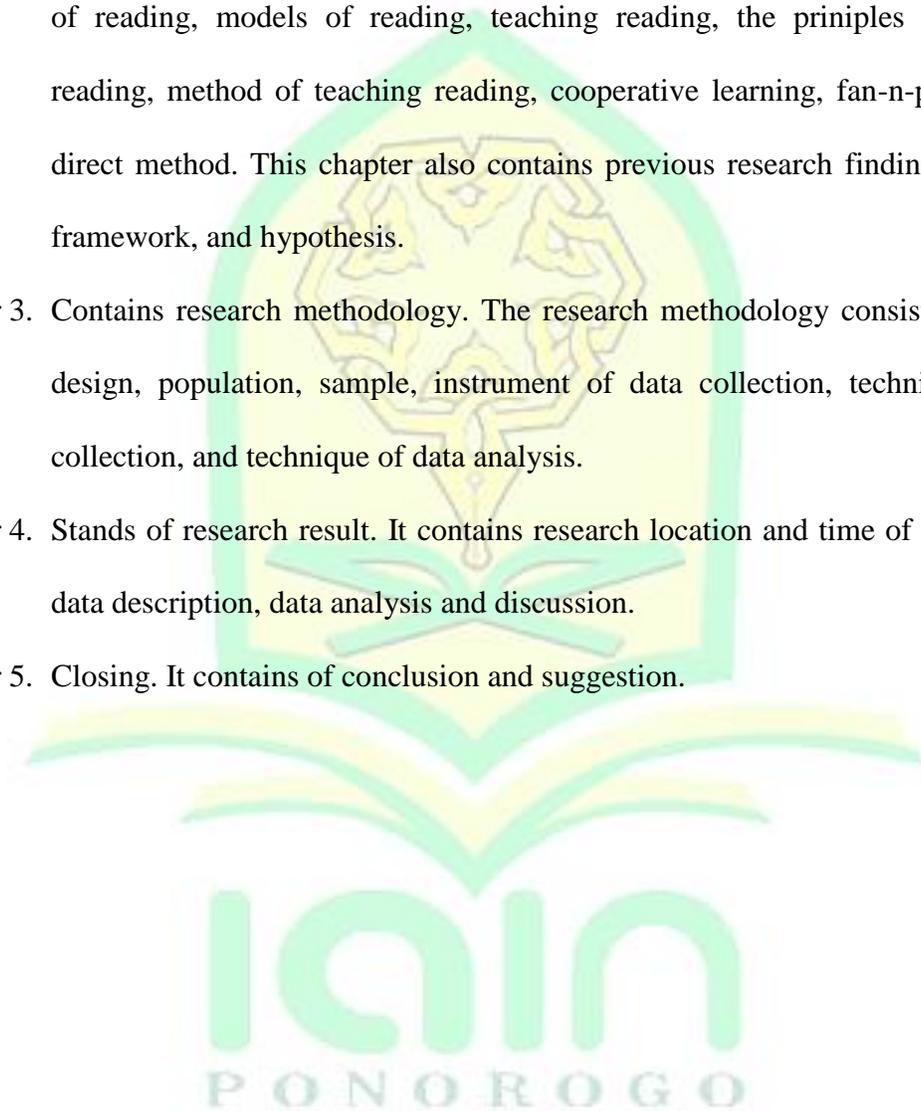
Chapter 1. It is general description and takes a role as basic of mindset for thesis. The first chapter consist of background of the study, limitation and statement of the problem, objective and significance of the study, and organization of the thesis.

Chapter 2. Review of related literature about reading, definition of reading, the components of 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.

Chapter 3. Contains research methodology. The research methodology consist of research design, population, sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter 4. Stands of research result. It contains research location and time of the research, data description, data analysis and discussion.

Chapter 5. Closing. It contains of conclusion and suggestion.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Finding

There are two previous studies that are found by researcher. The first is that written by Ani Dewi Nuryani the students of English Education Department Faculty Of Tarbiyah And Education Science State Islamic College of Ponorogo (STAIN), Ponorogo. The writer used experimental research design method, especially quasi-experimental design to find the casual relation. This research had two classes to be observed. They were experiment and control class as the subject. Here, pre test was done 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.<sup>11</sup>

The second is written by Erawati the students of English Faculty of Teaching and Educational Sciences University of Swadaya Gunung Jati. The research which has the title The Use of Fan-N-Pick Method In Teaching Reading Comprehension to the Eight Grade Students of SMPN 2 Depok Kab. Cirebon found the result that the implementations of Fan-N-Pick method can increase students reading ability in narrative text. 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.

#### B. Theoretical Background

##### 1. Reading

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<sup>11</sup>Ani Dewi Nuryani, "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, " English Education, 2016.

a. Definition of Reading

Reading is very important for students and other peoples because through reading they can get the information and even reading can open knowledge. 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.<sup>12</sup> It means that to give easy to understand that is read with use media.

Reading is included on sub skills.<sup>13</sup> It can be called receptive skill. When we read we must not product something, we must read the text and understand about the meaning of the text. Receptive skill usually is developed before productive skills.<sup>14</sup> Without receptive skill we cannot product something. So reading is very important skill that must be mastered by students if they want to write something. On the other hand reading is called as the receptive written language skill.<sup>15</sup> When we read we need written text. Without written text, we cannot read something and we cannot get information. It means that reading is one of the ways to get information by understanding written text.

In reading wedo not only read the text but also know and understand the meaning and the content of the text. Hence, the goal of reading is to understand about the contents of the written text that we read. Reading is an important life skill. Students can use reading text to learn and to get information from the world around them. Reading can

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<sup>12</sup>Nunan, *Practical English Language Teaching: Reading*,2.

<sup>13</sup>Jack C Richard, *30 Years of TEFL/TESL A Personal Reflection*, (Singapore: SEAMEO Regional Language Centre), 18.

<sup>14</sup>Peter Lucantoni, *Teaching and Assessing Skills in English as Second Language* (UK: Cambridge University Press, 2002),29.

<sup>15</sup> Sanggam Siahian, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008),3.

enhance their lives and be a source of great pleasure.<sup>16</sup> 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.

b. The Component 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 of comprehension 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 must know the vocabulary because without knowing it, they can not find the meaning or intention of the text.

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, the students focus in processing the meaning of the 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.

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<sup>16</sup> Glynis Hannel, *Success with Inclusion (1001 teaching strategies and activities that really work)*, (UK:Routledge, 2008), 26.

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.<sup>17</sup>

### c. The Purpose of Reading

Reading has purpose to find the information, such as material and meaning the written. There are many purposes of reading. They are:<sup>18</sup>

- 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

In resume in 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.

### 7) 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 are able to read and interpret a wide variety of printed messages, ranging from signs and product names to menus, from bus

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<sup>17</sup>J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic for English Language Learners*, 95.

<sup>18</sup>William Grahe and Fredericka Stoler, *Teaching and Researching Reading* (London: Longman Inc,2002),9.

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.<sup>19</sup>

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 materials are 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.

## 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, 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 straight forward 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.

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<sup>19</sup>Anthony Mollica, *Teaching and Learning Language*, (SOLEIL publishing Inc), 368.

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 on 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.

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 transferred by the writer.

#### 8) Models of Reading

There are three models of reading:<sup>20</sup>

##### 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, word, phrases, sentences, longer text, and finally meaning in order in achieving comprehension.

##### 2) Top- Down Model

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<sup>20</sup>Nunan, *Practical English Language Teaching*, 70-73.

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 rider. 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 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 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.<sup>21</sup> 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 Principle of Teaching Reading

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<sup>21</sup>Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 1998),68.

There are eight principles for teaching reading, they are:<sup>22</sup>

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 the 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

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

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<sup>22</sup>David Nunan, *Practical English Language Teaching*, (Singapore: McGraw Hill, 2003), 74-77.

assist students in increasing their reading rate, teachers over emphasize 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 skill is a strategy that has become automatic. This characterization underscores the active role that readers play 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.<sup>23</sup> 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 teaching.<sup>24</sup> So the ways that teacher use 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.<sup>25</sup> 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 teach reading in class. There are some method cooperative learning use strategy fan-n-pick method and direct instruction strategy. Before explain the Fan-N-Pick strategy the researcher wants to explain about cooperative learning, because Fan-N-Pick is strategy that is include in cooperative learning method.

#### 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.<sup>26</sup> Cooperative learning is characterized by positive goal independence with individual accountability. The positive

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<sup>23</sup>Jeremy Harmer, *The Practical English Language Teaching*, (Longman), 78.

<sup>24</sup>Jim Scrivener, *Learning Teaching* (McMillan), 38.

<sup>25</sup>Matrix Jacks.Richard, *The Language Teaching* (USA: Cambridge University Press, 1990), 35.

<sup>26</sup>Routledge Falmer, *Cooperative Learning the Social and Intellectual Outcomes of learning in Groups*,(New York: Taylor and Francis Group, 2003), 37.

goal interdependence provides the students with a learning situation in which they work together.

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. The success of learning in groups is depending on the capabilities and activities of group members either individually or in group.<sup>27</sup>

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 work together on their problem solving activities.

#### b. Fan-N-Pick Strategy

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<sup>27</sup>Etin Solihatin, Raharjo, Cooperative Learning, (Jakarta: Bumi Aksara, 2008), 4.

Fan-N-Pick strategy is included on cooperative learning. In cooperative learning, the goal of teaching is that students are not competing with other students for success.<sup>28</sup> So, cooperative learning focus on collaborate between the students to understand the material.

#### 1) Definition of Fan-N-Pick strategy

Fan-N-Pick is a highly structured, but fun team process for responding to questions. Each team receives their own set of question or problem cards. For teambuilding, Fan-N-Pick is usually done with open-ended thinking and discussion questions, but Fan-N-Pick is also great for content mastery and review too.<sup>29</sup>

#### 2) The procedure of Fan-N-Pick

Students read the text, understand contain and generic of the text. After that students play a card game to respond the questions.

Setup: questions are written on cards, one question per card. (Each team receives a set of question cards, about 8 cards per team. Student #1 holds question cards in a fan and says, "Pick a card" Student #2 picks a card, reads the question out loud and allows five seconds of Think Time Student #3 answers the question Student #4 paraphrases the answer that student #3 just gave Group praises or coaches. Students switch roles, one person clockwise for each new round.)<sup>30</sup>

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<sup>28</sup>Ronald L. Martin, *The Classroom Teacher's Survival Guide* (Jossey-Bass, 2009), 231.

<sup>29</sup>Kagan Publishing, 1 (800) 933-2667, [www.KaganOnline.com](http://www.KaganOnline.com)

<sup>30</sup>Cooperative Learning, Kagan Quick Reference Guide (Compatibility Mode, 2011).

### 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.<sup>31</sup>

### C. 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 and strategy of teaching reading is 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 cooperative learning method, example Fan-N-Pick strategy.

Moreover, Fan-N-Pick is the interactive strategy can be used to teaching reading. Fan-N-Pick strategy has an interesting ways. It can make students be active and fan, because they have role each other in each group. So, the message from the text will be easier to understood by students. Student 1 holds question cards in a fan and says, "Pick a card, any card!" Student 2 pick a card, and than reads the question aloud and allows five seconds of think time. Student 3 answers the question. Student 4 respond to the answer. For right/wrong answers, student 4 checks and then either praises or tutors.

### 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

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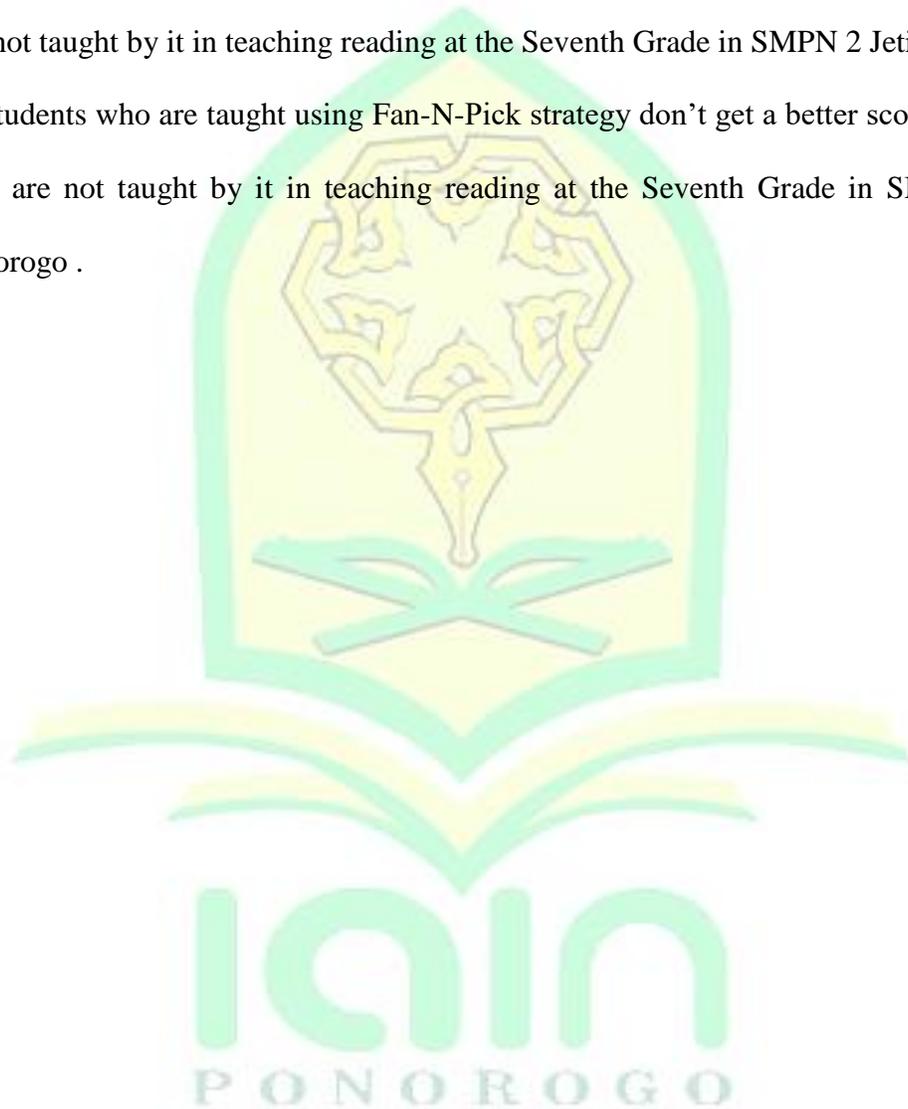
<sup>31</sup>Spencer Kagan and Miguel Kagan, *Cooperative Learning* (Kagan Publishing, 2009), 3.

of the problem or the finding of the research based on theory or based logical common sense.<sup>32</sup>

The researcher make hypothesis that:

Ha:the students who are taught using Fan-N-Pick strategy get a better score than those who are not taught by it in teaching reading at the Seventh Grade in SMPN 2 Jetis Ponorogo.

Ho: the students who are taught using Fan-N-Pick strategy don't get a better score than those who are not taught by it in teaching reading at the Seventh Grade in SMPN 2 Jetis Ponorogo .



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<sup>32</sup>Mohammad Adnan Latief, Reasearch Methods on Language Learning An Introduction (Malang: UM Press, 2013), 54.

## CHAPTER III

### RESEARCH METHODOLOGY

The existence of the research method has goal of guiding the researcher to work systematically. The research method covers a set of research activities conducted by the researcher. It involves research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

#### A. Research Design

There were various research design in the research. The approach this research used quantitative approach. Quantitative research is based on the measurement of quantity or amount.<sup>33</sup> Quantitative research design emphasized precisely on measuring variables and testing hypothesis that are linked to general causal explanation.<sup>34</sup> There are four kinds of experimental research, they are pre experimental, true experimental, quasi experimental, and single subject design.<sup>35</sup>

The researcher used experimental research design method, especially quasi-experimental design to find the causal relation. 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 mean, the students of those classes had same capability and achievement in reading.

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<sup>33</sup> Khotari, *Research methodology Method and Techniques* (New Delhi: New Age International, 2004), 3.

<sup>34</sup> W. Laurence Newman, *Social Research Methods: Qualitative and Quantitative Approaches* (USA: Allyn and Bacon, 1991), 122.

<sup>35</sup> John W. Creswell, *Research Design Qualitative, Quantitative and mixed methods*, approaches second edition, 3.

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 follows<sup>36</sup>:

Group B 01.....X.....02

Group A 03.....04

Notes:

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

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

01 :pre test for the experiment class

03 :pre test for the control class

X :treatment

02 :post test for experiment class after using small group technique

04 : post test for the control class after using conventional strategy

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 students'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 and strategy is effective or not to be applied in teaching reading. These were three steps:

#### 1. Pre Research Step

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<sup>36</sup>John W Creswell, *Research design: Qualitative, quantitative, and mixed methods approaches*/.-3<sup>rd</sup> ed, 5.

Here, it research 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

In this step, the researcher applied cooperative learning by using Fan-N-Pick strategy in experiment class and conventional strategy in control class. The data would be conducted from pre test and post test.

Strategy	Experimental class	Control class
1	Pre test	Pre test
2	Treatment 1 (Fan-N-Pick strategy)	Conventional strategy
3	Treatment 2 (Fan-N-Pick strategy)	Conventional strategy
4	Post test	Post test

## 3. Data Analysis Step

In this step, the data got 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 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.<sup>37</sup> Null hypothesis was used to know the effectiveness fan-n-pick strategy in teaching reading at the seventh grade students of SMP N 2 Jetis Ponorogo. Before did t-test the researcher should find the other result they were; mean, standard deviation, and standard error from each variable.

## **B. Population and Sample**

### **1. Population**

A population could be all the children in some group 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.<sup>38</sup> It meant that population consist of a group students in a school. Population is all items in any fields of inquiryconstitute.<sup>39</sup> So, if there were some people in the place, item be called as population.

In this research, the population was seventh grade students of SMP N 2 Jetis Ponorogo in academic year 2018/2019. The total number of population was 46 students. They were divided into two classes. For those classes, the researcher choose all of the classes in seventh grade as experiment 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 it means had capability similar or not.

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<sup>37</sup>Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2011), 153.

<sup>38</sup>Roger Sapsford and Victor Jupp, *Data Collection and Analysis, second edition* (New Delhi: SAGE, 2006),27.

<sup>39</sup>Khotari, *Research methodology Method and Techniques*, 55.

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

## 2. Sample

A sample is a set of elements selected in some way from a Population.<sup>40</sup> So, sample was a part of the population.

Sample was smaller number of the accessible population. According to Charles in Adnan, cluster technique sampling involves the random selection of groups that already exists.<sup>41</sup> 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 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”.<sup>42</sup> In this study, to determine the validity of instrument the researcher used formula Karl Pearson product moment.

$$r_{xy} = \frac{n \sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

where:

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26. <sup>40</sup> Roger Spasford and Victor Jupp, *Data Collection and Analysis, second edition* (New Delhi: SAGE, 2006),

<sup>41</sup> Adnan Latief, *Research Methods on Language Learning An Introduction*, 185.

22. <sup>42</sup> Douglas Brown, *Language Assessment Principal and Classroom Practices* (New York: Longman, 2000),

$r_{xy}$  = 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

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. Validity of the calculated item instrument to 30 items about reading material. The calculation result of data validity who as follows:

**Table 1.1 The result of validity calculation**

No item	$r_{xy}$	$r_{tabel}$	Criteria
1	0,174	0,4132	Invalid
2	-	0,4132	Invalid
3	0,363	0,4132	Invalid
4	0,320	0,4132	Invalid
5	0,179	0,4132	Invalid
6	0,847	0,4132	Valid
7	0,253	0,4132	Invalid

8	0,821	0,4132	Valid
9	0,337	0,4132	Invalid
10	0,513	0,4132	Valid
11	0,587	0,4132	Valid
12	0,519	0,4132	Valid
13	0,839	0,4132	Valid
14	0,289	0,4132	Invalid
15	0,745	0,4132	Valid
16	0,335	0,4132	Invalid
17	0,431	0,4132	Valid
18	0,666	0,4132	Valid
19	0,488	0,4132	Valid
20	0,275	0,4132	Invalid
21	0,775	0,4132	Valid
22	0,723	0,4132	Valid
23	0,431	0,4132	Valid
24	0,244	0,4132	Invalid
25	0,076	0,4132	Invalid
26	0,590	0,4132	Valid
27	0,721	0,4132	Valid
28	0,752	0,4132	Valid
29	0,906	0,4132	Valid
30	0,259	0,4132	Invalid

## 2. Reliability

Reliable test is consistent and dependable. Reliability of a test may best be addressed by considering a number of factors that may contribute to unreliability of a test. Consider the following possibilities.<sup>43</sup> The technique of analyze the reliability of instrument the esearcher used Cronbach Alpha coefficient. The reliability instrument willbe measure with SPSS 23because it most commonly used statistical data analysis softwere.<sup>44</sup>

The instruments reliable if alpha is more than  $r_{table}$ , if aloha is under the  $r_{table}$  the instrument is unreliable. The sample is (n)seventh grade students,  $n = 23$  and the significance the price of  $r_{table}$  is 0,4132. Finally the result of calculation reliability instruments ia as follow:

**Table 1.2 The result of reliability using SPSS 23**

### Case processing summary

		N	%
Cases	Valid	21	91,3
	Excluded <sup>a</sup>	2	8,7
	Total	23	100,0

### Reliability statistics

Cronbach's Alpha	N of Items

<sup>43</sup> Douglas Brown, *Language Assesment Priciples and Classroom Practice 20-21*

<sup>44</sup> Daniel Muijs, *Doing Quantitative Research in Education With SPSS*, (California: Sage Publication)

0,838	30
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**Table 1.3 Test item reliability**

“r” alpha	“r” table	Notes
0,838	0,4132	Reliable

#### **D. Technique of Data Collection**

The use 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 abilityknowledge, or performance in a given domain.<sup>45</sup> Meanwhile, testing is the collection of quantitative (numerical) information about the degree to which a competence or ability is present in the test-taker.<sup>46</sup>

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<sup>45</sup>H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (Longman), 3.

<sup>46</sup>Sharon A. Shrock and William C. Coscarelli, *Criterion-Referenced Test Development Technical and Legal Guidelines for Corporate Training 3<sup>rd</sup> Edition*, (2007), 15.

## 2. Documentation

Documentation is defined as documents used as evidence or proof.<sup>47</sup> 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, etc.

### E. Technique of Data Analysis

Test might be defined as an activity whose main purpose is to convey how well the tester knows or can do something.<sup>48</sup> 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.<sup>49</sup> This technique was used because the researcher would like to measure the effectiveness of fan-n-pick strategy in teaching reading at the seventh grade students of SMP N 2 Jetis Ponorogo in academic year 2018/2019.

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

#### 1. Assumption test

##### a. Normality test

Normality test was used to know whether a data is well modeled by a normal distribution or not, or to find out whether both groups have a normal distribution or

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<sup>47</sup>A.S. Hornby, *Oxford advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1987), 132.

<sup>48</sup>Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press), 33.

<sup>49</sup>Daniel Mujis, *Doing Quantitative Research in Education with SPSS* (New Delhi: SAGE, 2004), 131.

not. The normality test can be conducted in SPSS Expolre procedure ( Analyze – Descriptive statistic – Explore – plots – Normality Plots with test).<sup>50</sup>

### **b. Homogeneity test**

Homogeneity means the similarity variance of each class, so the researcher will faced with class that have same condition from the beginning.<sup>51</sup> This test was needed to compare some class of data. It is also needed to test the homogeneity of variance in comparing two or more class. In quasi-experimental research, homogeneity is used to know whether experiment and control class that are taken from population have same variant or not. The calculation of data was done by using SPSS.

## **2. Hypothesis**

### **a. T-test**

After testing of normality and homogeneity, the research continued to analyze the data by using T-test. T-test was used to determine whether the mean of two class are statistically different from one another.<sup>52</sup> In T-test, the researcher analyzed the data by comparing the score between experimental and control class in pre-test and post-test. The researcher used SPSS to calculate the data.

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<sup>50</sup> Asghar Ghasemi, *Normality Test For Statistical Analysis: A guide for non Statistican*. vol 2 . no 10. 2012, 487

<sup>51</sup> Retno Widyaningrum, *Statistik* (Yogyakarta: Pustaka Felicha, 2015), 212.

<sup>52</sup> Ibid, 151

## 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 SMP N 2 Jetis Ponorogo in academic year 2018/2019. SMPN 2 Jetis Ponorogo in 1985 by the Indonesia ministry of education and culture decree number 0594/0/1985. 07 January 1985. It is located in Gajahmada Street, Jetis, Karanglo, Ngasinan Village, Ponorogo. Now, SMP N 2 Jetis Ponorogo has 8 class now, 3 class in nine and eight grade, 2 class in seventh grade.

In this school used K13 (Kurikulum 2013). This curriculum was developed from standard of content by school based on their context and potential. They used K13 for all subject. So, the researcher also used lesson plan with K13 model.

SMPN 2 Jetis Ponorogo is located on Gajahmada Street, Jetis, Karanglo, Ngasinan Village, Ponorogo. SMPN 2 Jetis located in the strategic area because it is near the highway and between sub districts. Beside that it supported by transportation because the street is as transportation lane. So, Everyone is easy to go there. SMPN 2 Jetis Ponorogo also has a minibus, one of the teacher pick up the students who has so far from house to the school.

Teacher 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 SMPN 2 Jetis Ponorogo had a qualified majority of S1. This greatly affected the

performance of the school in an effort to improve the quality of education. The total of teachers in SMPN 2 Jetis Ponorogo is 30 teachers.

Students were the important component in education course. There are about 200 students of SMPN 2 Jetis Ponorogo in academic year 2018/2019. It defined into three grades, the seventh grade, the eighth grade, and the ninth grade. The researcher conducted the study at the seventh grade students, because there were many problems found at the seventh grade. These problems were, for example the students found difficulties in understanding English texts, the students did not understand the meaning of the English text, the students often forgot some materials that the teacher had explained and the most important problems is the students have a low capability in reading.

Here, the researcher conducted the research to solve the problem by applying the cooperative learning method used fan-n-pick strategy. It is effective applied in teaching reading that is why this technique is worthy to be applied because it motivates students to get some ideas easily. In a fact, when the researcher applied the strategy in teaching learning process, the students very excited and interesting. They were more than active in class, for example show the ideas when the teacher asking about the text, sharing about the material with their friends, more than understand about meaning of the text and they can speak up in the class.

### **Struktur Organisasi**

Struktur Organisasi SMPN 2 JETIS:

1	Kepala Sekolah	Mimik Sukowahyuni, S.Pd
2	Komite Sekolah	1) Drs. Hj. Musriana, M.Pd 2) Langgeng Indiarto 3) Suprpto

3	Tenaga Pendidikan	1) Hariyanto, S.Pd 2) Sugito 3) Narto
4	Kurikulum	Sunardi, S.Pd
5	WKS. Kesiswaan	Winarti, S.Pd
6	WKS. Sarpras	Zapari, S.Pd
7	WKS. Humas	Endang Y.M, S.Pd

Organization structure in an situation is very important because it describes position everyone in that institution. Besides, the institution will be easier in conducting the program planned, work mechanism, and the duty or responsibility.

**Table 1.4 Teachers at SMPN 2 Jetis Ponorogo**

No	Nama
1	Sri Rahayu
2	Ikhwan Yuni Purwanto
3	Sringatun
4	Zapari
5	Fety Fatchijah
6	Sri Sumarmi
7	Restu Widyatmoko
8	Sugito
9	Hanik Hidayati
10	Sumarni
11	Ustarniyah
12	Prapangkat
13	Tri Ari Agustanti
14	Kanthi Andayani
15	Tumirin
16	Muniru Ichwan
17	Mursiti

18	Rohani
19	Mimik Suko Wahyuni, M.Pd
20	Sunardi
21	Aning Rahmawati
22	Rusmitaningsih
23	Suyatin Dewi Asmuni
24	Katini
25	Latifatul Wastiah
26	Fitria Rahayu
27	Endang Yuni Mariana
28	Drs. Nyamandi
29	Endang Sri Sumiarsih
30	Retno Yudaningsih
31	Ririn Widiastuti
32	Heru Kusuma
33	Ali Rohman
34	Narto
35	Siti Widayati

The Facilities and Infrastructure of SMPN 2 Jetis Ponorogo. The result of observation by the researcher, there were facilities in SMPN 2 JETIS Ponorogo as follows:

**Table 1.5 Facilities at SMPN 2 Jetis Ponorogo**

No.	Facilities	Total
1.	Class	15 class
2.	Chair	300
3.	Library	1
4.	Art room	1
6.	Mosque	1
7.	Cooperation	1
8.	Board Marker	30

9.	Eraser	15
10.	White board	15
11.	Toilet	5
12.	Trash can	10
13.	Computerlaboratory	1
14.	Teacher room	1
15.	Administration room	1
16.	Curriculum room	1
17.	Headmaster room	1
18.	Table	150
19.	UKS	1
20.	Warehouse	1
21.	Water installation	Available
22.	Electricity network	Available
23.	Internet Wifi	Available
24.	Parking area	Available
25.	Canal water exile	Available
26.	Sport facilities	Available

## B. Data Description

In this research, the researcher used quasi experiment research. The population that was used in this research was the seventh grade students of SMPN 2 Jetis Ponorogo in academic year 2018/2019. The researcher ask 46 students from the seventh grade as a samples and divided them into two groups. Each group consist 23 students. The first one group was the students who are taught by using fan-n-pick strategy, and the second one group was the students who are not taught by using fan-n-pick strategy. There were some activities in this research.

1. The schedule of the research

This research was conduct in February, 4<sup>th</sup> – March, 6<sup>th</sup> 2019 the schedule for experiment and control class can be seen in the table below.

**Table 1.6 Experiment class schedule**

Date	Activities
February, 11 <sup>th</sup> 2019	Pre-test
February, 18 <sup>th</sup> 2019	First treatment
February, 25 <sup>th</sup> 2019	Second treatment
March, 4 <sup>th</sup> 2019	Post test

**Table 1.7 Control class schedule**

Date	Activities
February, 13 <sup>th</sup> 2019	Pre-test
February, 20 <sup>th</sup> 2019	First treatment
February, 27 <sup>th</sup> 2019	Second treatment
March, 6 <sup>th</sup> 2019	Post test

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

In experiment class, the researcher taught the students by cooperative learning method using Fan-N-Pick strategy. The learning process was done in a set of the learning process involved in this study such as pre-test, first treatment, second treatment using Fan-N-Pick strategy and post-test.

In pre-test there was 20 items of test. The items of the test is multiple choice. After conducting treatments in teaching reading, the researcher held post-test to know the effect of the treatment by using Fan-N-Pick strategy. The items of post-test were 20.

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 by using direct instructional 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 is 20. The items test was same with experimental class.

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

The researcher gave pre-test and post 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 and post test:

### a. Pre-test and post-test on experiment class

The data were collected from the result of the students' score of pre-test and post-test in experimental class. The following are the description of the students' score in the experimental class.

**Table 1.8 Score pre-test & post-test experimental class**

No.	Name	Score pre-test	Score post-test
1	Aditia Angga W.P.P	80	95
2	Anggi Dwi P.	70	75
3	Arlita Dwi A	85	95
4	Delvin Alvino	70	80
5	Dimas Fatur	70	95
6	Divan	70	95
7	Edi Nur C.	70	90
8	Edho Tri A.	70	85
9	Fahri Abdul Aziz	60	75
10	Ika Putri Rohayati	85	95
11	Irene Anggun F.	60	85
12	Jery F.	70	90
13	M. Afif Febribansah	70	80
14	M. Agus Wahyudi	80	95
15	Nur Cahyani	60	70
16	Putri Qoiriyah	70	80
17	Rama Faiz Faisal O	80	85
18	Reqy Hamdan N	80	90
19	Rika Aprilya H	80	90
20	Sarah Shira S	70	80
21	Siti Aisyah P	80	90
22	Sri Wahyuni	80	95
23	Widya Dwi Nur P	85	95
Total		1695	2005
Mean		73,7	87,2

It can be seen in the table 1.8 that the experimental class higher pre-test score is 85 while lowest pre-test score is 60. Meanwhile, the highest post-test score is 95 and the lowest score is 70. The mean score of pre-test was 73.7 and mean score in post-test was 87.2. Total of experimental class score for the pre-test is 1695 and the total score for post-test is 2005. The result of students test of experimental class can be seen clearly on the following table. It will explore about pre-test and then the result of post-

test in experimental class.

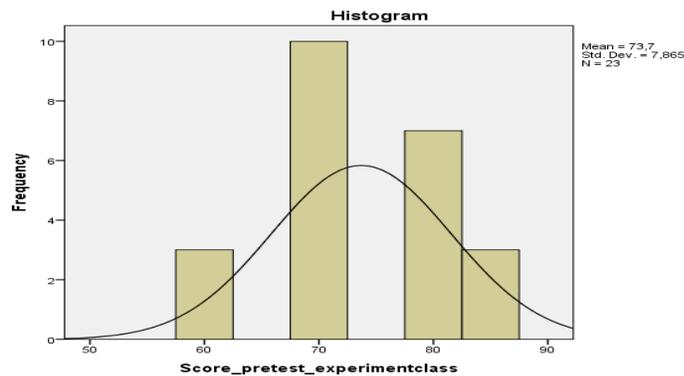
**Table 1.9 Score\_pretest\_experimentclass**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	3	13,0	13,0	13,0
70	10	43,5	43,5	56,5
80	7	30,4	30,4	87,0
85	3	13,0	13,0	100,0

Total	23	100,0	100,0
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From the table above, it could be seen that score of students reading were vary. There were 13,0% students or 3 students get score 60, 43,5% or 10 students got score 70, 30,4% or 7 students got score 80 and 13,0% or 3 students got score 85.

The histogram can be seen as follows:



**Figure 1.1**

### **Histogram pre test experimental class**

From the histogram above, it is stated  $M = 73,7$  and  $SD = 7,865$ . To determine the category of the students reading was good, medium or low, the researcher grouped scores using standard as follows:

1. More than  $M + 1.SD$  ( $73,7 + 7,865 = 81,565$ ) is categorized into good
2. Between  $M - 1.SD$  to  $1.SDx$  is categorized into medium
3. Less than  $M - 1.SD$  ( $73,7 - 7,865 = 65,835$ ) is categorized into low

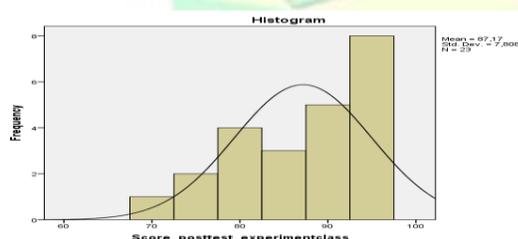
Thus it can be seen that the scores which are higher than 81,56 is considered into good, the score between 65-80 is categorized into medium, while the scores which are lower than 65.835 is categorized into low.

**Table 2.1 Score\_posttest\_experimntclass**

	Frequen cy	Percent	Valid Percent	Cumulative Percent
Valid	70	1	4,3	4,3
d	75	2	8,7	13,0
	80	4	17,4	30,4
	85	3	13,0	43,5
	90	5	21,7	65,2
	95	8	34,8	100,0
Total	23	100,0	100,0	

From the table above, it could be seen that students' reading score are various. There is 4,3% or 1 student get score 70, 8,7% or 2 students get score 75, 17,4% or 4 students get score 80, 13,0% or 3 students get score 85, 21,7% or 5 students get score 90 and 34,8% or 8 students get score 95.

The histogram can be seen as follows:



**Figure 1.2**

### **Histogram post test experimental class**

From the histogram above, it is stated  $M = 87,17$  and  $SD = 7,808$ . To determine the category of the students whether it is good, medium or low, the researcher grouped scores using standard as follows:

1. More than  $M + 1.SD$  ( $87,17 + 7,808 = 94,97$ ) is categorized into good
2. Between  $M - 1.SD$  to  $1.SDx$  is categorized into medium

3. Less than  $M - 1.SD$  ( $87,17 - 7,808 = 79,36$ ) is categorized into low

Thus it can be seen that the scores which are higher than 94,97 is considered into good, the score between 79-94 is categorized into medium, while the scores which are lower than 79,36 is categorized into low.

b. Pre-test and post-test on control class

**Table 2.2 The students control class score pre-test & post-test**

No.	Name	Score pre-test	Score post-test
1	Aditya Nur Azis	60	70
2	Aditya Wahyuni	50	60
3	Agisna Saudah C.	60	90
4	Alvin Eka Nanda	55	90
5	Ayu Wulan	85	90
6	Celvin Ahya M.	50	60
7	Erwin Eka Saputra	55	90
8	Harfiet Dwi S.	40	60
9	Ilham Taurus Yogatama	50	90
10	Khusnul Khotimah	90	90
11	Kustia Ningrum Siti N.	85	90
12	Laura Vander Nur M.	80	85
13	Linggar Antasya Putri	70	90
14	Marcella Zallianti	75	75
15	M. Alifaminudin	60	80
16	Reza Febri Saputra	60	70
17	Riki Kurnia Wahyudi	60	80
18	Syavira Rihadatul 'Aisy A.	60	80
19	Viki Abdul Rifa'i	60	90
20	Yoga Adi Pratama	20	60
21	Yusuf Widiatmoko	40	80
22	Zahra Mardya Putri	90	95
23	Risky Putra Pratama	40	80
Total		1.395	1.845
	Mean	60,6	80,2

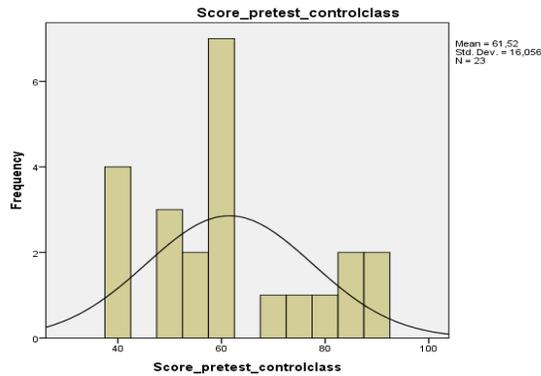
It can be seen on the table 2.2 that the control class has the highest of pre-test score is 90, while lowest pre-test score is 40. Meanwhile, the highest post-test score is 95 and the lowest score is 60. The mean score of pre-test is 60.6 and mean score in post-test is 80.2. Total of experimental class score for the pre-test is 1395 and the total score for post-test is 1845. The result of students test of control class can be seen clearly on the following table. It will explore the result of pre-test score and the result of post-test in experimental class.

**Table 2.3 Score pretest\_controlclass**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	4	17,4	17,4	17,4
50	3	13,0	13,0	30,4
55	2	8,7	8,7	39,1
60	7	30,4	30,4	69,6
70	1	4,3	4,3	73,9
75	1	4,3	4,3	78,3
80	1	4,3	4,3	82,6
85	2	8,7	8,7	91,3
90	2	8,7	8,7	100,0
Total	23	100,0	100,0	

From the table above, it could be seen that the reading score were various. There are 17,4% or 4 students get score 40, 13,0% or 3 students get score 50, 8,7% or 2 students get score 55, 30,4% or 7 students get score 60, 4,3% or 1 student get score 70, 4,3% or 1 student get score 75, 4,3% or 1 get score 80, 8,7% or 2 student get score 85 and 8,7% or 2 students get score 90.

The histogram can be seen as follows:



**Figure 1.3**

**Histogram pre test control class**

From the histogram above, it is stated  $M= 61,52$  and  $SD= 16,056$ . To determine the category of the students reading was good, medium or low, the researcher grouped scores using standard as follows:

1. More than  $M + 1.SD$  ( $61,52+16,056= 77,576$ ) is categorized into good
2. Between  $M - 1.SD$  to  $1.SDx$  is categorized into medium
3. Less than  $M - 1.SD$  ( $61,52-16,056= 45,464$ ) is categorized into low

Thus it can be seen that the scores which are higher than  $77,576$  is considered as good, the score between  $45-77$  is categorized as medium, while the scores which are lower than  $45,464$  is categorized into low.

**Table 2.4 Score\_posttest\_controlclass**

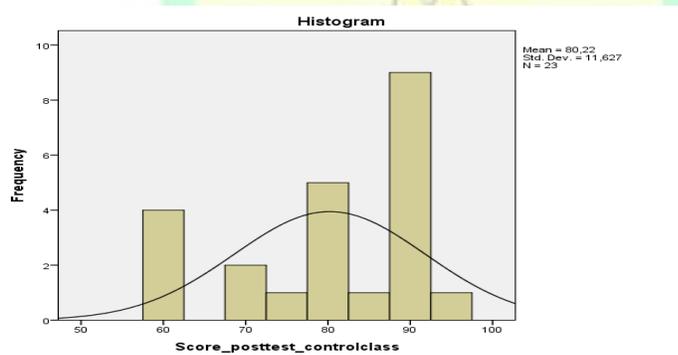
	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	60	4	17,4	17,4	17,4
	70	2	8,7	8,7	26,1
	75	1	4,3	4,3	30,4
	80	5	21,7	21,7	52,2
	85	1	4,3	4,3	56,5
	90	9	39,1	39,1	95,7
	95	1	4,3	4,3	100,0
Total		23	100,0	100,0	

From the table above, it could be seen that reading score of students are various.

There are 17,4% students or 4 students get score 60, 8,7% or 2 students get score 70, 4,3% or 1 student get score 75, 21,7% or 5 students get score 80, 4,3% or 1 student get score 85, 39,1% or 9 students get score 90 and 4,3% or 1 get score 95.

The histogram can be seen as follows:



**Figure 1.4**

#### **Histogram post test control class**

From the histogram above, it is stated  $M = 80,22$  and  $SD = 11,627$ . To determine the category of the students reading was good, medium or low, the researcher grouped scores using standard as follows:

1. More than  $M + 1.SD$  ( $80,22 + 11,627 = 95,847$ ) is categorized into good
2. Between  $M - 1.SD$  to  $1.SDx$  is categorized into medium
3. Less than  $M - 1.SD$  ( $80,22 - 11,627 = 68,5$ ) is categorized into low

Thus it can be seen that the scores which are higher than 95,847 is considered into good, the score between 68-90 is categorized into medium, while the scores which are lower than 68,5 is categorized into low.

### C. Data Analysis

#### a. Normality test

Normality test is used to find out whether the data are normally distribution or not. In deciding the data are in normal distribution or not, the highest value of significant correction is consulted to Kolmogorov-Smirnov table. If the highest value statistic is lower than the Kolmogorov-Smirnov table for 5% level of significance, it can be concluded that the data are in normal distribution. On the other hand, if the highest value of statistics is higher than the Kolmogorov-Smirnov table for 5% significance, it can be concluded that the data are not in normal distribution. The value Kolmogorov-Smirnov table for N= 23 at 5% level significance is between N= 23 and N= 23. In this research, the researcher decided to categorized into N= 23. So the value of Kolmogorov-Smirnov table 0.29.

In this research used Kolmogorov-Smirnov formula and the calculation by using SPSS 23 as following.

#### 1) Experimental class normality testing

**Table 2.5 experiment normality test**

<b>One-Sample Kolmogorov-Smirnov Test</b>			Unstandardized Residual
N			23
Normal Parameters <sup>a,b</sup>	Mean		,0000000
	Std. Deviation		5,46355389
	Most Extreme Absolute Differences	Positive	
			,123

	Negative	-,078
Test Statistic		,123
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on calculation of SPSS version 23 above, it can be seen than the test used one-sample Kolmogorov-Serminov test. The data of experiment group is normality distribution.

It can be seen from the value of sig. (2tailed) that is higher than  $0,200 > 0,29$

2) Control class normality testing

**Table 2.6 control normality test**

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			23
Normal Parameters <sup>a,b</sup>	Mean		,0000000
	Std. Deviation		9,20215366
	Most Extreme Absolute Differences		,121
	Positive		,121
	Negative		-,114
Test Statistic			,121
Asymp. Sig. (2-tailed)			,200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on calculation of SPSS version 23 above, it can be seen than the test used one-sample Kolmogorov-Serminov test. The data of control group is normality distribution. It can be seen from the value of sig. (2tailed) that is higher than  $0,200 > 0,29$ .

b. Homogeneity test

Homogeneity test were used to decide whether a test was homogeneity or not. It was important because the similarity of both class would influence the result of test. Moreover, homogeneity of a test was used as a requirement to calculate t-test. The calculation by using SPSS 23 is as the following:

**Table 2.7**  
**Test of Homogeneity of Variances**

Score			
Levene Statistic	df1	df2	Sig.
2,855	1	44	,098

c. T-test

The researcher calculated t-test by using SPSS program to found out if there was a significance difference or not. Before calculating t-test, the data should have normal distribution and homogeneity. Post-test of experimental class and control class were normally distributed and homogeneous. The researcher conducted t-test calculation by using SPSS program. The result of the calculation as follow:

**Table 2.8**  
**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 eksperiment _class	87,17	23	7,808	1,628
control_class	80,22	23	11,627	2,424

Based on the data on the table above, the result of data analyzed showed that the mean score of students reading who are taught by Team Fan-N-Pick or experimental class was

87,17 and mean score of students reading who are taught by scientific approach control class 80,22.

**Table 2.9**

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	eksperim ent_class - control_class	6,957	12,769	2,662	1,435	12,478	2,613	22	,016

the  
could  
that  
of t-

From  
table  
above, it  
be seen  
the value  
test is

2,613 and the degree of freedom was 22. The value of significance 5% of t-table of db=22 is 2.07. To interpret the data above, the researcher formulates the test of hypothesis as follow:

$H_a$  : the students who are taught using Fan-N-Pick strategy get a better score than those who are not taught by it in teaching reading at the Seventh Grade in SMPN 2 Jetis Ponorogo.

$H_o$  : the students who are taught using Fan-N-Pick strategy don't get a better score than those who are not taught by it in teaching reading at the Seventh Grade in SMPN 2 Jetis Ponorogo .

#### **D. Discussion and Interpretation**

From the computation above, it was shown that the difference coefficient of students taught using Fan-N-Pick and student not being taught using Fan-N-Pick method is 2,613.

That result was used to find out whether the differences coefficient or nor, and future more it could be used a basic generate the population.

Hypothesis test ( $t_o$ ) at is 2,613 from the computation above would be compered to the “t” index ( $t_t$ ) at is 22 with the condition below: if the  $t_o \geq t_t$ ,  $H_\alpha$  was accepted, it mean that the mean different of both variables was significant different.

The researcher could know than 5% significant level  $t_o = 2,613$  and  $t_t = 2.07$ . From the calculation, it can be seen that the students who are taught by using Fan-N-Pick method got better score than those who are not. So, it can be concluded that there is significant difference to the students reading between students who are taught by using Fan-N-Pick method and those who are not. In other word, Englishteaching of cooperative learning by using Fan-N-Pick strategy was effective in teaching reading at the seventh grade students of SMP N 2 Jetis Ponorogo in academic years 2018/2019.

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.<sup>53</sup>

Moreover, Fan-N-Pick is the interactive strategy can be used to teaching reading. Fan-N-Pick strategy has an interesting ways. It can make students be active and fan, because they have role each other in each group. So, the message from the text will be easier to understood by students.

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<sup>53</sup>Spencer Kagan and Miguel Kagan, *Cooperative Learning* (Kagan Publishing, 2009), 3.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the data described previously, the researcher took the conclusion that there is significant difference on students' achievement who are taught by using fan-n-pick strategy and without fan-n-pick strategy in teaching reading on the seventh grade students of SMPN 2 Jetis Ponorogo in academic year 2018/2019. The students who are taught using fan-n-pick strategy have better score than those who are not taught by using fan-n-pick strategy. The data is analyzed by using SPSS 23.

The result of mean in this research is score of the post-test from the experimental class is higher (87,17) than post-test from control class (80,22). It has been found that the comparison value ( $t_o$ ) between students' reading achievement who are taught using fan-n-pick strategy and who are not is 2,613. This is higher than ( $t_t$ ) value in the table, which is ( $t_t$ ) = 2,07 at the level of significant 5% with db=22. So,  $H_a$  is accepted.

Cooperative learning method by using fan-n-pick strategy were very effective in teaching learning process because the students were very interested when the strategy applied. In this activity the teacher make the class into some group, every group consist 4 students, they should be active to speak up and to read aloud. Then also should know about the meaning of the text. When one of them don't understand about the text they can share about the meaning of the text with their friends. So, the class has fun and enjoyable situation. In the other word, fan-n-pick strategy has significant difference on students' achievement in teaching reading to improve students' achievement at the seventh grade students of SMPN 2 Jetis Ponorogo.

## **B. Suggestion**

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

1. For the school

It is better for the school to apply fan-n-pick strategy in reading class. The school is suggested to improve the system and facilities for a better condition in teaching and learning especially for students. So, the school will maximize the efforts for a good achievement.

2. For the English teacher

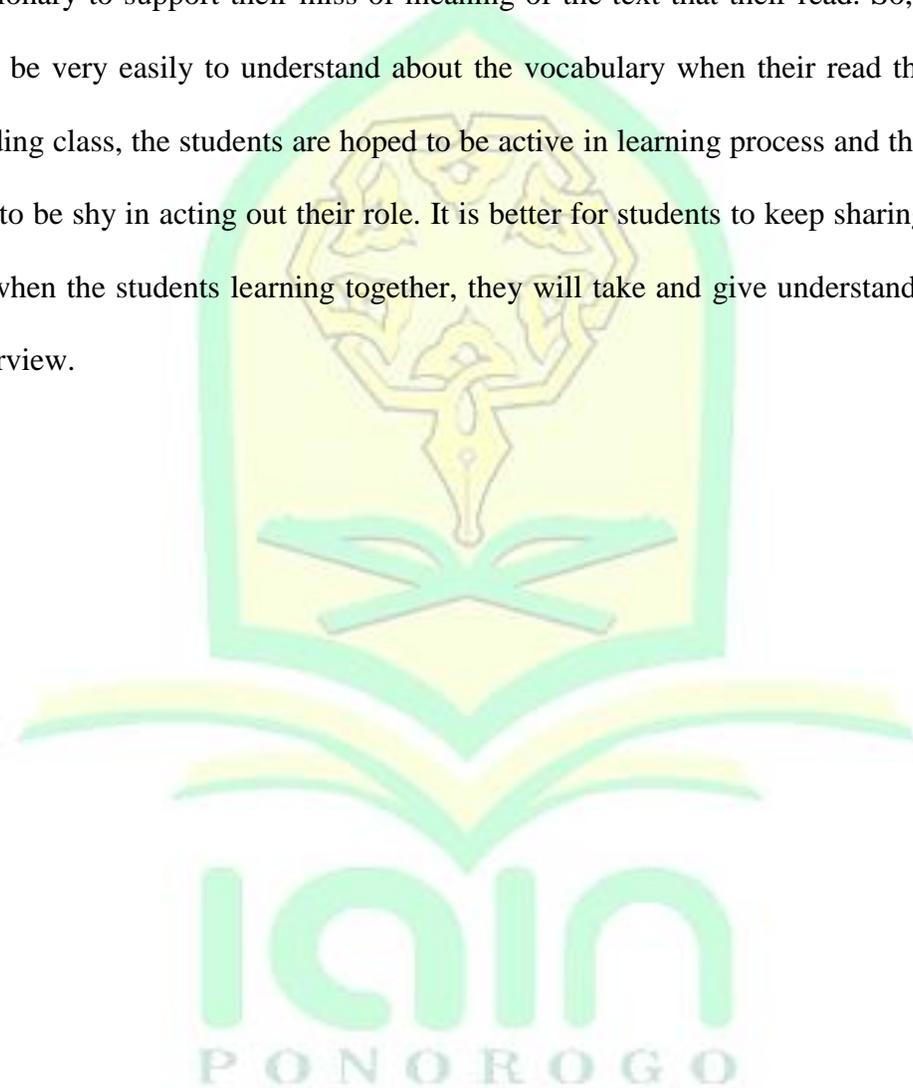
Teachers should be creative to choose the best technique to apply in learning process in order to make students interested in attending the lesson, the teachers should present the language enjoyably, mixed with Indonesian language, relax and understandable. The teacher is not only as the information giver but also as a facilitator. They have to give students guidance and direction how to have competence a good text, the teachers should teach using appropriate technique and took unique strategy and method for teaching learning, because students is very easy to get bored with a unsuitable strategy. The teacher could give some reward to students who get the best point or another activity, so it can make students more active and feel confidence in every teaching learning activity.

3. For the students

Fan-n-pick strategy has a different ways to be applied in teaching reading, and has benefit for the students. Before the researcher gave the strategy in reading class, the students was very shy, low interesting in reading, not active they were can't speak up in the class. After the researcher used fan-n-pick strategy in reading class, the students

more than active, interesting in reading class, they can speak up in the class, and they were more than understanding about the meaning of the text.

To support this activity the students should be obligated to bring dictionary in every English class, or the students can read about text in their book at home and used a dictionary to support their miss of meaning of the text that their read. So, the students will be very easily to understand about the vocabulary when their read the text in the reading class, the students are hoped to be active in learning process and they are hoped not to 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.



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