The effect of fan-n-pick technique on students' speaking ability at SMAN 1 Kusambi

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ABSTRACT

The objective of this research is to find out whether there is a significant effect of using the fan-n-pick technique on speaking ability in the tenth-grade students of SMA Negeri 1 Kusambi. This research uses a pre-experimental design that consists of one class as a treatment class. The population in this research is the tenth-grade students of MIA, and the sample of this research is students in class X MIA 1 of SMAN 1 Kusambi in academic years 2019/2020. The sample uses random sampling, and the total number of students is 25. The research instrument is a speaking test focused on descriptive text. The researcher collects the data by giving pre-test, giving treatment in the class using the fan-n-pick technique, and lastly giving the post-test. The data are analyzed by descriptive analysis and inferential statistics. For testing the hypothesis, the researcher uses paired sample t-test, which is calculated through SPSS 16.0. The result of this research represents that students' mean post-test score is 55.20, which raises 1.72 points from the pre-test (38). Additionally, the sig (2-tailed) is 0.000. It means that the probability (sig) value is lower than α (p-value < α or 0.000<0.05). Therefore, the fan-n-pick technique significantly has affected students' speaking ability among the tenth-grade students of SMAN 1 Kusambi.

Keywords:
Fan-N-Pick Technique, Speaking Ability.

1. Introduction

Speaking is one of the difficult skills for students. Improving the ability to speak is considered the most important goal of English teaching. Moreover, Brown in Arwa et al. (2020) said that people must be able to master grammar, vocabulary, and a bit of pronunciation to be fluent in speaking. Unfortunately, in the field, many students can not even express their thoughts. Malihah (2010) stated that among the four language skills, learners regard speaking as the most difficult skill to attain because it needs great courage as well as preparation to produce the language. Students rarely use a second language as communication in social interaction. Thus, it is difficult for students to speak well.

Many students only learn English on the surface. They only learn about sentence structure, such as grammar that includes; tenses, modals, passive voice, etc. This language component is something important. However, if the English learning

process focuses only on sentence structure, the question of when students will talk to express their ideas and feeling will arise. It is surely known that this has been a problem in learning English students learn English, but they never use the language to speak. Kayi (2006) stated that speaking is a productive skill in the moral model. As a productive skill, speaking needs a lot of practice. Language skill has been learned and practiced. Moreover, Nunan (2003) has defined speaking as a productive oral skill. It consists of producing systematic verbal utterances to convey meaning.

Furthermore, Brown in Sibungsu (2011) said that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Producing means how the speaker can speak or say words to express their ideas well. Receiving is getting an understanding of what is informed. Processing information is about what comprehends processes that have been received and are able to produce better words. All of the above processes are involved in pronunciation, grammar, as well as vocabulary. In teaching speaking in the context of EFL, teachers need to encourage students to speak English as much as possible because learners need to keep the classroom fun to prevent boredom by providing fun activities. It can be done in several ways; describing a goal or a picture letting students do dialogues and role-play work, as well as free oral activities. So the English teacher has an important role so that students can talk easily. They must create a good situation in the classroom. Therefore, students are interested to learn and expressing their ideas while speaking English. Students need to learn and master speaking. They need to do a lot of speaking practice in order to speak well. There are several skills to consider when speaking; expressing ideas, what to say, how to use grammar and vocabulary, pronunciation, listening and reacting to the people who are communicating with them.

In speaking, an English teacher should focus on the fluency and accuracy aspects. However, teachers tend to teach the students about some new vocabulary and ask the students to memorize along with their pronunciation. In addition, teachers often provide a sample text or simple dialogue for the students to memorize and even read the text as their task. For evaluating students speaking skills, the teacher usually asks students to make simple text individually or dialogue in pair and practice it in front of the class. In other words, students speaking ability cannot be improved because the fluency and accuracy aspects are not really trained when they learn English, especially speaking.

In order to make the students' speaking skills better, teachers can find the best technique for teaching speaking ability. There are so many teaching techniques that the teachers can use in improving or affecting the students' speaking ability. However, every teaching technique has its own strength and weaknesses. One teaching technique may suit some teaching materials and the other technique may suit some teaching materials too. Using a cooperative learning technique can be the best way for the students in improving students speaking ability, especially in fluency and accuracy aspects. It happens because the cooperative learning technique requires the students to learn and communicate together about their learning materials. Therefore, the students' speaking ability will be surely improved or will be better than before if they use cooperative learning techniques.

Heinich et al. (2002) said that cooperative learning techniques can be used in teaching speaking. In addition, he also says that the cooperative learning technique makes the students learn in groups and do some learning activities in which they will learn together in solving problems in their learning. It means that this technique can make students able to collaborate and have socialization skills. In addition, Barkley et al. (2016) explained that cooperative learning allows students to work together in peer groups to complete assignments, share information, and support each other in learning. Therefore, the cooperative learning technique makes the students at the center of the learning process of speaking.

Fan-N-Pick is one of the cooperative learning techniques that the teachers can use to teach speaking to the students. In addition, it can also use for making the students' speaking ability better than before. The fan-N-Pick technique is a technique that requires the teacher to decide the students into small groups. Kagan & Kagan (2008) said that Fan-N-Pick is a cooperative learning technique that makes the students work in groups. The technique steps are that the teacher designs cards with questions about the lesson. There is no specific number of cards; the teacher could provide as many cards as needed. Students are divided into groups of four. The first student in the group makes a fan shape of the cards provided by the teacher and asks another student to pick a card. The second student chooses the card, reads the questions, and asks the third student to answer the question on the card. The third student answers the question. The fourth student checks whether the answer is right or wrong and praises the respondent or corrects the answer.

Fan-N-Pick is one of the cooperative learning techniques used by some researchers not only in teaching speaking but also the other skills in English. It is based on the study done by Mawarni et al. (2017) about "The Implementation of Cooperative Learning Model Rally Robbin and Fan-N-Pick to Improve Students' Self Esteem and Learning Outcomes", where the study was done by CAR (Classroom Action Research) design with the subject of the fifth-grade students of SDN Purwantoro 8 Malang. The result of the research represented that both the learning models can improve students' self-esteem and students' learning outcomes. Moreover, the study with the Fan-N-Pick technique also has been done by Nurdianasari et al. (2017) entitled "The Implementation of Quiz-Quiz Trade and Fan-N-Pick Learning Model to Enhance Social Skills and Cognitive Learning Outcome of Social Studies", this research was conducted in Classroom Action Research design which is consisted of two cycles and the result of this study shows that social skills of the students enhance from 75,83% in cycle I to 80,45% in cycle II. The learning outcomes of the students in social studies also enhances from 31,57% in pre-cycle to 55% in cycle I, then 81,57% in cycle II. Radja et al. (2017) entitled "The Implementation of Talking Chips and Fan-N-Pick Cooperative Learning Model to Improve Students' Motivation and Learning Outcomes". This study is aimed to describe how the Talking Chips and Fan-N-Pick learning model improve VIII D class students' motivation and learning outcomes at SMP Kristen Citra Bangsa Kota Kupang. The study is a Classroom Action Research (CAR) study. The study consists of four phases, i.e. plan, action, observation, and reflection. The phases in CAR are conducted in 2 cycles. The subject of the study is 20 VIII D class students of SMP Kristen Citra Bangsa Kota Kupang. The collected data consists of students'

motivation and learning result tests. The result of the study shows that there is an improvement in students' motivation in the first cycle and the high criteria are improved to very high criteria at the end of the second cycle. The improvement also occurs in students' learning outcomes and implementation whether it is from the students or the teacher.

Furthermore, Karim et al. (2020) entitled "Developing Primary School Students' English Communication Skills and Team Building Through Fan-N-Pick Learning Model" where this study is report on practice in the classroom. The subjects of the study were Year Three students who are aged 9 at a selected primary school in Malaysia. The data collection instrument consists of the teachers' and students' observation sheets and the observation sheets of team building activities and reports. Data were analyzed using the qualitative method. The results of the study show that the application of the Fan-N-Pick learning model for primary school students is well-performed. Besides, Imran & Aprianoto (2020) investigated the "Fan-N-Pick technique towards students' motivation in reading comprehension at FPBS IKIP Mataram" This research is quantitative research with experimental design. The respondents are 40 students divided into two groups are experimental and control classes. The data is analyzed using descriptive and inferential statistics. Moreover, Fan-N-Pick is one of the cooperative learning techniques in the English language. Saputri et al. (2020) said that by using the cooperative learning technique, the students have many chances to speak and make contributions fully in the learning process especially in the teaching speaking because the speaking class should greatly motivate the students to interact actively.

Relying on the number of researches about of fan-n-pick technique as one of the cooperative learning techniques, the researcher is interested in investigating the effect of this technique on the students' speaking ability in the tenth grade of SMA Negeri 1 Kusambi. This research also becomes the first research to seek the effect of fan-N-pick technique on students' speaking ability, especially at this high school. In other words, this research can be new information about the implementation of the fan-N-pick technique and be additional information on students' speaking ability.

2. Methods

his study used a pre-experimental with a One-Group Pretest-Posttest design to find out the effect of the Fan-N-Pick Technique on students' speaking ability at SMAN 1 Kusambi. This kind of experimental design just used an experimental group and it did not involve any control group. In the pre-experimental design, the researcher focused to examine one group and it also used a pre-test, a treatment by using the Fan-N-pick technique, and a post-test to know the result. The last, the researcher compared the results of the speaking test (pre-test and post-test) in order to determine the effect of this technique on students' speaking ability. The subject of the study was one class, namely class X MIA[1], which was consisting of 25 students. In this case, the deliberation to take this subject was because the students in all classes of X MIA had relatively the same ability in English subject. Thus, based on this consideration, the researcher chose X MIA[1] class to be the subject.

The instrument in this study was referred to as any equipment for collecting the data in a research or study. In this study, a speaking test (pretest and posttest) was used as the instrument. The researcher gave an oral test to each student by asking the topic to choose one of the cards to describe (describing people and things) that the researcher had been given. Describing people and things through the topic on the card was a very appropriate activity for students because it could affect students' speaking ability and could make the students be able in sharing their ideas, thoughts, feelings, and opinions. Therefore, the researcher used the topics in the cards to test students' speaking abilities.

In analyzing the data, the researcher used descriptive and inferential statistics. This test was performed to determine the significant effect of Fan-N-Pick to increase Students' Speaking Ability. The inferential statistics used a normality test and paired sample t-test, which was calculated through SPSS 16.0, where If Sig (2-tailed) > 0,05 H_1 was rejected, it meant that there was no significant difference in students' speaking ability before and after the introduction of Fan-N-Pick at SMAN 1 Kusambi. Moreover, if sig (2-tailed) < 0,05 H_1 was accepted, it meant that there was a significant difference in students' speaking ability before and after the introduction of Fan-N-Pick at SMAN 1 Kusambi.

3. Result
3.1. Descriptive Analysis of Pre-Test

Descriptive statistical analysis helps describe research data, including the amount of data, the maximum value, the minimum value, and the average value. The pre-test result is measured by using the scoring rubric adopted from (Ur, 2000). The description below is the result of the student's scores on the pre-test. The result of students' scores obtained from the pre-test result can be seen in the following table:

Table 1. Description Analysis of Pre-test

Criteria	Score	Frequency	Percentage
Excellent	81-100	0	0%
Good	61-80	0	0%
Moderate	41-60	7	28%
Poor	21-40	18	72%
Very Poor	0-20	0	0%
	N	25	100
	Mean score	38.00	
	Maximum	60	
	Minimum	25	
	SD	9.014	

Based on the table above, the mean score of the pre-test is 38.00, the standard deviation is 9.014, minimum score is 25, and maximum score is 60.

3.2. Descriptive Analysis of Post-test

The description below is the result of students' scores in the post-test after being taught by using the Fan-N-Pick technique. It can be seen as follows:

Table 2. Description Analysis of Post-test

Criteria	Score	Frequency	Percentage
Excellent	81-100	0	0%
Good	61-80	4	16%
Moderate	41-60	10	16%
Poor	21-40	2	8%
Very Poor	0-20	0	0%
	N	25	100%
	Mean Score	55.20	
	Maximum	75	
	Minimum	40	
	SD	9.407	

Based on the table above, the mean score of the post-test is 55, 20, the standard deviation is 9,407, minimum score is 40, and maximum score is 75.

Table 3. The Frequency of Students' Scores on Pre-test

No.	Student score	Frequency	Percentage(%)
1	60	1	4%
2	50	3	12%
3	45	3	12%
4	40	6	24%
5	35	4	16%
6	30	5	20%
7	25	3	12%
Total		**25**	**100%**

Table 4. The Frequency of Students' Scores on Post-test

No.	Student score	Frequency	Percentage(%)
1	75	2	8%
2	70	1	4%
3	65	1	4%
4	60	5	20%
5	55	6	24%
6	50	5	20%
7	45	3	12%
8	40	2	8%
Total		**25**	**100%**

The above graph is about the comparison of the students' classification scores both pre-test and post-test. It can be described by using the criteria provided by Harris & Metzler (2018). We can see in the graph that there are 18 (72%) students get a poor criterion in a pre-test, while in the post-test, there are 2 students who get poor criteria. Then, 7 students (28%) who are in the moderate in the pre-test increased to the moderate criteria in the post-test with a total of the students being 19 students (76%). Relating to the good criteria, in the pre-test, there are no students who get good criteria but in the post-test, the number of students who get a good criterion has increased to 4 students (16%). In addition, there is no student both in pre-test

and post-test who gets excellent criteria. Therefore, it can be concluded that the students' speaking ability which is consisted of accuracy (grammar, pronunciation, and vocabulary) and fluency in the post-test are better than in the pre-test, and it can be predicted that the technique used by the researcher is the key role for making it happened, so the students can be easier in speaking English especially in describing people and something.

4. Discussion

Based on the above findings, the Fan-N-Pick technique can improve students' speaking abilities because the technique has learning games. According to Kagan & Kagan (2009), Fan-N-Pick is a learning process that involves students in small groups consisting of 4 to 5 students through the activities of question cards to respond to the question contain on each question card, then each student changes role in the same direction clockwork with a new question. Moreover, the technique allowed the student to explore and share their ideas. Besides, this technique can make students work together in a fun situation so they may not feel boring situation because they are involved in speaking English.

Furthermore, the Fan-N-Pick technique gives improvement to students' speaking ability. It can be seen from the result of students' pre-post test as follows: students who get excellent is 0 students (0%), good criteria are 0 students (0%), mediocre criteria are 7 students (28%), poor criteria are 18 students (72%), and very poor criteria are 0 students (0%). While in the post-test, the students who got excellent criteria were 0 students (0%), good criteria are 4 students (16%), got mediocre criteria are 19 students (76%), got poor criteria are 2 students (8%), and got very poor criteria is 0 students (0%). Besides, the students' scores also increased from pre-test to post-test. It can be seen from the students' mean scores, which is the students' mean scores post-test are higher than pre-test. Whereas, the students' mean scores in the pre-test were 38,00 while in the post-test were 55,20. Therefore, the use of Fan-N-Pick significantly affect the students' speaking ability among the tenth-grade students of SMAN 1 Kusambi.

Fan-N-Pick is one of the cooperative learning models. It is the technique in learning that all activities involve the students' contribution. In this case, the students as the center of the learning process, and the teacher is just the observer. This statement is proper to Kagan & Kagan (2009). He stated that the cooperative learning model of the Fan-N-Pick type is student-centered. By applying Fan-N-Pick, the students can give their contribute actively. They can express their idea and anything that they can talk to their friends about. Besides, by grouping in Fan-N-Pick, the students can work together and do their tasks with friends. In this case, they can reduce their nervousness because they interact with their friends. They are free to talk about anything without feeling shy because they face their friends, not the teacher. In addition, by using the Fan-N-Pick technique, the students have many chances to speak and make contributions fully in the learning process especially in the teaching speaking because the speaking class should greatly motivate the students to interact actively (Harmer in Saputri et al., 2020). Therefore, according to Nurdianasari et al. (2017), there are some advantages of Fan-N-Pick, they are (1)

Students can exchange information. In this case, all members of the group talk based on their turns. When their friend talks, the others listen and save the information so they can use it for adding their text later. (2) Build the knowledge and teach something to others. In this case, the students can learn something new from their friends. When their friends describe the text, the others listen to some new vocabulary from the speaker then they can practice what they have heard. And also, when their friends correct their mistakes, others can learn from them. (3) Students get more material from information that has been obtained from other people. From the speaker, the other members can take some information to make the next text more complete.

In this research, the effect on students' speaking ability also occurred because of several factors, such as students' motivation in the learning process, their intelligence, and the topic material provided to them was not too difficult, because the material descriptive text was the simplest the genre among the other text genres. Previously students had also studied descriptive text during Junior High School, so they understood and knew how to describe people or things. Therefore, these factors also gave a positive effect on students' speaking ability.

Besides, the other factors which affected the students' speaking ability on SMA Negeri 1 Kusambi are students' motivation, confidence, and anxiety. Ur (1996) said that by using group work, it can give many chances to students to speak when the learning time is limited and also it can reduce students' anxiety to speak in front of the class. In every meeting, the teacher divided students into a group and then gave them chance to speak with their partners. Therefore, the students' confidence in speaking can be formed well before presenting their text in front of the class, and then it also reduces their anxiety to speak.

5. Conclusion

Based on the result of the data analysis in chapter IV, the researcher concludes that there is an effect of applying the Fan-N-Pick technique on students' speaking ability in the first-year students of SMA Negeri 1 Kusambi. It can be seen from the improvement of students' mean scores from pre-test to post-test. In post-test, students' mean scores are higher than in the pre-test. In this case, students' mean score in the pre-test is 38,00 while in the post-test is 55,20. In hypothesis testing, H_1 is accepted. In other words, the Fan-N-Pick technique can improve students' speaking ability at the first-year students of SMA Negeri 1 Kusambi. It can be seen from the value of Sig. (2-tailed) is lower than the significance α value (0.05).In conclusion, the Fan-N-Pick technique is an appropriate technique that can be applied in improving students' speaking ability. It can be seen from the result of this study that students' score in the post-test is higher than students' scores in the pre-test after being taught by using the Fan-N-Pick technique.

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