

**THE EFFECT OF APPLYING FAN-N-PICK STRATEGY BY
CARD ON THE STUDENTS' ACHIEVEMENT
IN READING COMPREHENSION**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

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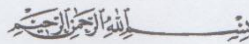
**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018**



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Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 24 Maret 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

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Judul Skripsi : The Effect of Applying Fan-N-Pick Strategy by Card on the Students' Achievement in Reading Comprehension

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (A) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
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CHAPTER I

INTRODUCTION

A. The Background of Study

According to Patel (2008), “reading is the most useful and important skill for students. It is often perceived as the most difficult language skill. In fact, the students are not capable to read and comprehend the content of the text correctly”. The reason is that they are poor in identifying word meaning, main idea of the text, detail information, implicit information, and reference. By teaching reading comprehension, it self to involve the students in learning activities (1) to expands the students knowledge and art, (2) to motivates the student to be a good personality, (3) to expands the students social intercourse.

In teaching reading, teacher has to follow some phases. There are three phases in teaching reading. Those phases are before reading, during reading, and after reading. Fistly, before reading means that activate prior knowledge which involves set the purpose for reading, introduce the book, do a picture walk and make connections. Secondly, during reading means that respond while reading which involves ask and answer questions, make inferences and draw conclusion. Thirdly, after reading means that think and discuss which involves retell key events and identify main idea.

Based on the observation during teaching practicing program (PPL) in tenth grade at SMA SWASTA PERSIAPAN Stabat, it found that many

students still have difficulties in reading, especially in reading narrative text. They also still have difficulties identifying word meaning, main idea of the text, explicit information, and implicit information. In this addition, the students still have low motivation other intrinsic motivation or extrinsic motivation. Intrinsic motivation came from themselves, family, knowledge, etc. Meanwhile, extrinsic motivation come from material, social, school, and teacher. Then, the students still have difficulties to read in public because they did not have self-confident.

In this case, the researcher has found solution in teaching reading to improve students' comprehension in reading is Fan-N-Pick strategy. Although, there are many researcher who have conducted the research on the same field yet, they have different subject. Furthermore, this research has relation to the previous researcher on the same field. Radja's study (2017), *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 Talking Chips and Fan-N-Pick learning model to 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 consist of four phases i.e. plan, action, observation and reflectin. 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 consist of students' motivation and learning result test. The result of the study shows that there is an

improvement on students' motivation in the first cycle and the high criteria is improved to very high criteria in the end of the second cycle. The improvement is also occurred in students' learning outcomes and implementation whether it is from the students or the teacher.

Fan-N-Pick strategy is team building, mastery, communication, thinking in reading students play a card game to respond to question. Students 1 holds question cards in a fan and says, pick a card, any card! Students 2 picks a card, reads the question out loud and allows five second of think time. Students 3 answers the question. Students 4 restates the answers. For right or wrong answers, students 4 checks and then either praise or coaches. For higher-level thinking question which have no right or wrong answer, students 4 does check for correctness, but praise and paraphrases the went into answer. Students rotate roles one clockwise for new round.

According to Kagan (1994), "Fan-N-Pick is used to check the students' understanding about the content of the story they read, to introduce a new topic, review material that has been delivered by the teacher, increase the students' mastery of reading skills, thinking skills, communication skills, and information sharing".

Based on the descriptions above, the researcher intends to conduct a research entitled *The Effect of Applying Fan-N-Pick Strategy by Card on the Students' Achievement in Reading Comprehension*.

B. The Identification of Problem

The problems of this research were identified as follows:

1. The effect of applying Fan-N-Pick strategy by card on the students' achievement in reading comprehension.
2. The students' difficulties in reading comprehension by applying Fan-N-Pick strategy by card.

C. The Scope and Limitation of Problem

The scope of study focused on reading comprehension in determining what the text means and the researcher limits on identifying word meaning, main idea of the text, explicit information, and implicit information in narrative text.

D. The Formulation of Problem

The problems of this research were formulated as follow:

1. Is there any significant effect of applying Fan-N-Pick strategy by card on the students' achievement in reading comprehension?
2. What are the students' difficulties in reading comprehension by applying Fan-N-Pick strategy by card?

E. The Objective of Study

The objectives of the research were stated below:

1. To find out the significant effect of applying Fan-N-Pick strategy by card on the students' achievement in reading comprehension.
2. To find out the students' difficulties in reading comprehension by applying Fan-N-Pick strategy by card.

F. The Significance of Study

The result of the study were expected to be used theoretically and practically:

a. Theoretically

The theoretically explain that useful result of this study was expected to be able to widen the skill of teacher in using Fan-N-Pick by card in order to improve the students' achievement in reading comprehension.

b. Practically

This research was gave contribution to the research in helping find out the best method for teaching reading and got more information from this research, the use of Fan-N-Pick strategy by card on the students' achievement in reading comprehension could made the students' were enjoyed learning more to improve their achievement in reading comprehension in front of the class and the result of this suggested to used Fan-N-Pick by card on the students' achievement in reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Strategy

Brown (2000) says that “strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information”. Strategies vary individually each of us has a number of possible ways to solve a particular problem, and we can choose one or several for a given problem. Learning strategies can be defined as the planning that contains a series of activities designed to achieve specific educational objectives. Further described is a learning strategy learning activities that must be done so that the teacher and students learning objective can be achieved effectively and efficiently.

2. Reading

Gower (1999) says that “reading is an activity encourage students to analyze the language of text in detail”. Reading is not simply a matter of interpreting words, but also an important activity in language class and a means of consolidating and extending knowledge of the language. Reading is an important activity in life which one can update his/her knowledge. Reading comprehension is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a

source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture.

Davies (1995) states that "reading is private". It is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading and responding to writer is not directly observable.

2.1 Purposes for Reading

Rivers (1978) suggest that there are seven main purposes for reading: (1) to obtain information for some purpose or because we are curious about some topic, (2) to obtain instructions on how to perform some task for our work or daily life, (3) to act in a play, play a game, do a puzzle, (4) to keep in touch with friend by correspondence or to understand business letters, (5) to know when or where something will take place or what is available, (6) to know what is happening or has happened (as reported in newspaper, magazine, reports), (7) for enjoyment or excitement.

2.2 Reading Comprehension

Reading comprehension has different meaning with reading. Pardo (2004) state that "reading comprehension as the process of readers

interacting and constructing meaning of the text, implementing the use of prior knowledge, and the information found in the text". It means that students able to answer the question based on their interpretation or understanding present in the text. In some situation, reading comprehension is a critical component in functional literacy. With the ability to comprehend what they read, people are not only able to live safely and productively, but also to continue to develop their living socially, emotionally and intellectually.

2.3 Strategy of Reading Comprehension

According to Brown (2004) state that are some principal strategies for reading comprehension such as: (1) identify your purpose in reading a text, (2) apply spelling rules and conventions for bottom-up decoding, (3) use lexical analysis to determine meaning, (4) guess a meaning when you aren't certain, (5) skim the text for the gist and for an idea, (6) scan the text for specific information, (7) use marginal notes, outlines, charts, or semantic maps for understanding and retaining information, (8) use silent reading technique for rapid processing, (9) distinguish between literal and implied meaning, (10) capitalize on discourse markers to process relationship.

2.4 Levels of Reading Comprehension

According to Logan et al (1972) suggest that there are three level of reading comprehension: (1) Literal level, it is the direct level in which one

identifies what the words say; it does not involve determining what the words beyond their literal meaning mean. It deals with fact, such as dates, names, places, and with all that can easily state and comprehend, once the meaning of unknown words is known. (2) Inferential level, it is the reaction of the reader to what is read. It is often in terms of the reader's related experience. They add that "a reader will react in his own individual ways to the textual material and its wider references and implications in proportion as his background of experience is uniquely own". (3) Critical level, it is judging suitability of material for particular purposes, distinguishing between facts and opinions, and discovering evidence of bias or prejudice and other evaluation skills.

2.5 Indicators of Reading

According to Sheng (2003) the indicators of reading skill especially for reading comprehension are depicted as follows: (1) students are able to predict or guess the meaning of words based on context. It means that estimate or suppose (something) without sufficient information to be sure of being correct. (2) students are able to identify the main idea of the text. The main idea of a paragraph is the author's message about the topic. It is often expressed directly or it can be implied. Main ideas are often found at the beginning of paragraph. Main ideas are also found in the concluding sentences of a paragraph. (3) students are able to identify the implicit information of the text. It is not expressly stated, but the reader understands

it anyway through other clues in the text. (4) students are able to identify the explicit information of the text. It means that clear and fully expressed. If something is explicit, there is no question as to what it means, no hidden connotations and no room for misunderstanding.

3. Fan-N-Pick Strategy

According to Kagan (1994) that “Fan-N-Pick is one of cooperative method which must consider three thing such as types of students cognitive, the moment in the class where its best fit, and the kinds of content it involve”. This method is used to check the students understanding about the content of the topic to introduce new topic, review material that has been delivered by the teacher, increase the students’ mastery of reading skill, thinking skills, communication skill, and information sharing. Fan-N-Pick method also gives the students new venues to express themselves, practice self control, learn in different ways, and master and retain the lesson they have learned. They have come to realize that learning effectively takes more froms than they were introduce to before.

Fan-N-Pick is a learning model using question cards as the learning media. Fan-N-Pick has function to form group, skills in socializing, and build students understanding and thinking capability. These four function of Fan-N-Pick are useful in developing social skill and students’ knowledge. The avantage of this learning model is to engage students’ to exchange information, gaining new knowledge the subject (Radja, 2017).

From the explanation above, it could be said Fan-N-Pick is an interesting method to teach reading effectively in the classroom. It can build the students' self-confidence in expressing their opinion in reading activity.

3.1 Procedures of Fan-N-Pick

According to Kagan (1994), the procedure Fan-N-Pick as follows:

- (1) Write out some question about whatever students are learning and make a copy for each group. Teachers can use the blank template on the last page of the attached document, or use one of the pre-made question stes in the document if teacher want the students to discuss a story.
- (2) Cut up the question so that teachers have some question cards.
- (3) Split students into teams of 3-4 students.
- (4) Distribute the topics to the students in each group.
- (5) Assign each students a letter that responds with a role (A) Asking the question and recording the answer (split this into two roles if there four students on a team), (B) Answering the question, (C) Asking a follow up question/ for details.
- (6) Students A fans out the question card, upside-down, like teacher would at the begining of a magic trick (Pick a card, any card), and holds them out, to student B.
- (7) Student B chooses a question and hands it to Students A who reads it aloud, then hand the card back to Students B.
- (8) Student B ponders his or answer for 20 seconds, and then he or she responds.
- (9) Student C ask a follow up question (for another detail, clarification).
- (10) Student D record Student B's oroginal and elaborated

response. (Student A does this as well if there are only 3 students in the group). (11) Roles switch by rotating them one person to the left, and a new question is tackled. (11) Give the student enough time for everyone to answer at least once- maybe even twice before stopping the activity. Then, if teacher want, they can have students write out answer to two or three of the question that question that were left over.

3.2 Advantages of Fan-N-Pick

There are some advantages of Fan-N-Pick in teaching reading comprehension, namely: (1) Greater Comprehension Input: Students adjust their reading comprehension to the level of their partner because they are working together. (2) Natural Context: Language is used in real-life, function interaction, reducing problem of transference. (3) Negotiation of Meaning: Students have the opportunity to adjust their language output to make sure they understand each other. (4) Lowered Affective Filter: whereas it is frightening to answer the question of the text orally in front of the whole class, it is easy for students to talk with a supportive teammate. (5) Peer Support: Students encourage and support each other in language use. (6) Enhanced Motivation: Because the structure arranges interacting sequence, and students need to understand each other there is high motivation to read and listen for understanding. (7) Greater Language Use: Using a pair structure gives every student in the class a full minute of language output opportunity.

3.3 Disadvantages of Fan-N-Pick

There are some disadvantages of Fan-N-Pick such as: (1) People need go at different speeds: Some need more time than other to understand and absorb the information. In group show students need to catch up which may cause tension because others are pulled back or delayed. (2) Some students may try to make over the group: Not, everyone has an equal voice in a group. One person may dominate the group while others feel left out. Some students do not trust the abilities of other in the group result in tension and refusing to cooperate. (3) Quiet students may not feel comfortable: Some students are ashamed or reserved. They feel awkward when working with others. Not sure whether others will appreciate a person's beliefs and values. (4) Sometimes people just don't get along: Sometimes people just don't get along no matter how hard they try because of personality differences. Personality differences lead to arguments, wasting of time and unproductive group work. (5) Not everyone pulls their weight: Frustrating when all work hard and a few students do not do their work. One or two people end up doing all the work and all in the group may get the grade they do not deserve.

4. Conventional Method

According to Uwameiye (2008), conventional method is a traditional method in teaching where the teachers transmits information (subject matter content) verbally to his/her students, sometimes writing on the black board

of using instructional material. The students listen and take notes of facts and ideas that are considered important and also sometimes asking the teaching question for clarifications. Conventional teaching method is concerned with the teacher being the controller of the learning environment. Teacher-centered teaching can be very effective, particularly for sharing information, generating interest in information and teaching learners who learn best by listening.

4.1 Advantages of Conventional Method

There are some advantages of Conventional Method such as: (1) Various information is not easy to find elsewhere. (2) Delivering information quickly. (3) Generating interest in information. (4) Teaching students who learn best with listening easy to use in teaching and learning.

4.2 Disadvantages of Conventional Method

There are some disadvantages of Conventional Method such as: (1) Not all students have the best way of learning by listening. It is often difficult to keep students interested in what they learn. (2) Students did not know what their learning goals are on that they. (3) Emphasis is often on task completion. (4) Low absorption and quickly disappear due to memorization.

B. Relevant Studies

There some previous studies which relate of this research, namely:

(1) Frianto (2016), this study is conducted based on the occurred phenomenon seen by the researchers' teaching experience for the eight grade students of SMP Negeri 25 Tanjung Jabung Timur, Jambi in which: 1) during the social studies learning process, students tend to be passive and boring, as well as a lack of empathy on the subject matter, 2) a way of teaching that teachers do in a convencational and teachers still had to dominate the classroom so that students tend to be passive, 3) the high dependency attitude of students on the teachers, and 4) in learning outcome for social studies is still less than optimal in which there are still many students whose grade is still under the standart passing grade that is 75. The four problems will have an impact on students' motivation and social studies learning outcome. This study tried to implement cooperative learning model Team Game Tournament and Fan-N-Pick to enchance motivation and students' learning outcomes in social studies. In applying the model, this study using classroom action research. Research results show that the implementation of cooperative learning models Team Game Tournamnet and Fan-N-Pick run very well. The models can enchance students' motivation and learning outcomes. (2) Kristiana (2012), the objective of the research are (1) to prove whether or not Fan-N-Pick method is more effective than grammar translation method in teaching reading comprehension, (2) to prove whether or not students who have high self-

confidence have better reading skill than those who have low self-confidence, and (3) to prove whether or not there is an interaction between teaching method and students self-confidence on the students reading skill. The result of inferential analysis of the data show that Fan-N-Pick method is more effective than GTM to teach reading. Second, the students having high self-confidence have better reading skill than those who have low self-confidence. Third, there is an interaction effect between the teaching methods, used and students' self-confidence in teaching reading. Fan-N-Pick method effective than GTM for teaching reading having high self-confidence and GTM is more effective than Fan-N-Pick method for teaching reading for students having low self-confidence.

C. Conceptual Framework

Reading is not simply a matter of interpreting words, but also an important activity in language class and a means of consolidating and extending knowledge of the language. Reading comprehension is an important tool for academic success. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.

In this case, the researcher was conducted the reseach by using true experimental research. There are two groups, namely as experimental group and control group. The experimental group was a group which taught by using Fan-N-Pick strategy by card. Meanwhile, control group was a group

which taught without using Fan-N-Pick strategy by card or Conventional Method

Fan-N-Pick strategy is team building, mastery, communication, thinking in reading students play a card game to respond to question. Students 1 holds question cards in a fan and says, “pick a card, any card! Students 2 picks a card, reads the question out loud and allows five second of think time. Students 3 answers the question. Students 4 restates the answers. For right or wrong answers, students 4 checks and then either praise or coaches. For higher-level thinking question which have no right or wrong answer, students 4 does check for correctness, but praise and paraphrases the went into answer. Students rotate roles one clockwise for new round.

D. Research Hypothesis

Based on the formulation of problem, so the researcher determined this study with the testing hypothesis as follows:

Ha : there was significant effect of applying Fan-N-Pick strategy by card on the students’ achievement in reading comprehension.

Ho : there was not significant effect of applying Fan-N-Pick strategy by card on the students’ achievement achievement in reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Location of the Research

The research was conducted at SMA SWASTA PERSIAPAN STABAT on Jl. HIB. Tembeleng, Stabat. It was conducted in the tenth grade students of second semester at 2017/2018 academic years. The researcher found the problem in this school that the students still difficulties in reading comprehension and Fan-N-Pick strategy have not been conducted in this school yet.

B. Population and Sample

1. Population

The population of the research was taken from the tenth grade students in SMA SWASTA PERSIAPAN STABAT in academic years 2017/2018. There were four classes consist of 40 students in X IPA-1, 40 students in X IPA-2, 40 students in X IPA-3 and 40 students in X IPA-4. So total of the population were 160 students.

Table 3.1
Population of Research

No	Class	Population
1	X IPA-1	40
2	X IPA-2	40
3	X IPA-3	40
4	X IPA-4	40
Total		160

2. Sample

The sample of this research was 80 students which consisted of two classes. The sample was taken by using Simple Random Sampling Technique by cards. The research was taken class X IPA-1 as Experimental Group while class X IPA-3 as Control Group.

Table 3.2
Sample of Research

No	Class	Sample
1	X IPA-1	40
2	X IPA-3	40
	Total	80

C. Research Design

The research was conducted by using true experimental research. In this research, there were two groups, namely as experimental group and control group. The experimental group was a group which teach by using Fan-N-Pick strategy by card. Meanwhile, control group was a group which teach without using Fan-N-Pick strategy by card or Conventional Method. The detail showed in the tables as below:

Table 3.3
The Research Design

Name of group	Pre-test	Treatment	Post-test
Experimental (X)	✓	Fan-N-Pick strategy	✓
Control (Y)	✓	Conventional Method	✓

There were three stages in doing procedure of research, they are: pre-test, treatment and post-test.

1. Pre-test

Pre-test was administered to the sample before doing the treatment. The test was given to the experimental and control group. It was used to find out the students' ability before the treatment, homogeneity in the mean score of the experimental and control group. In doing the pre-test, the students were asked to answer several questions given.

2. Treatment

The experimental and control groups were taught by using the same topics but different treatments. It means that in the experimental group was taught by using Fan-N-Pick strategy by card, while in the control group was taught by using Conventional Method.

3. Post test

The test was given to the experimental and control groups in order to find out the students' achievement in reading comprehension which the experimental group by using Fan-N-Pick strategy by card and the control group by using Conventional Method.

D. Instrument of Collecting Data

The instrument in collecting the data for this research was an essay test about narrative text which consist 4 items test. The material was taken from the Book English Curriculum 2013, Jakarta: Ministry and Culture of the

Republic of Indonesia. In this research, the data was collected by giving pre-test, treatments and post-test in both groups. After that, the researcher was analyzed the score of experimental and control group by using formulas. When the researcher was knew the score in both groups, the researcher was compared the score of experimental and control group by using t-test to testing the hypothesis in order to find out the conclusion.

E. Technique of Analyzing Data

In analyzing the data, the result of the data were analyzed by using statiscal procedure which of consisted of mean, standard deviation (SD) and dependent t-test. The mean used to find out the average of the sample. To find the mean, Ary (2010):

1. Mean

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{x} = mean

\sum = sum of

x = raw score

N = number of cases

2. Standard Deviation

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}}$$

Where:

SD = standard deviation

D = differences between pre-test and post-test

N = numbers of pairs

3. Dependent sample t-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = t-ratio

\bar{D} = average difference

$\sum D^2$ = different score pre-test and post test

$(\sum D)^2$ = difference score experimental group and control group

N = number of student

CHAPTER IV

DATA ANALYSIS AND FINDING

A. Data Analysis

The data of the study were obtained from the reading test score. There two kinds of test for each group, there were pre-test and post-test.

1. Calculating the Data Using Formula

After the researcher assessed students' scores, then the researcher calculated into formulas to find out Standard Deviation and T-test to investigate the differences between the students' score in the experimental group and control group, it could be seen in the tables below:

Table 4.1
Students' score in Experimental Group

No	Students' initial	Score		D (x2-x1)	D ²
		Pre-test	Post-test		
1	A W	50	75	25	625
2	A O	50	75	25	625
3	A P P	50	75	25	625
4	A R	50	75	25	625
5	A R	35	75	40	1600
6	A M	35	75	40	1600
7	A P P	35	75	40	1600
8	A S	35	75	40	1600
9	A F R	65	85	20	400
10	A I	65	85	20	400
11	A P	65	85	20	400
12	A A W	65	85	20	400
13	A P	50	75	25	625
14	A M	50	75	25	625
15	B P	50	75	25	625
16	E A	50	75	25	625
17	F A	45	85	40	1600
18	G W B	45	85	40	1600
19	J A	45	85	40	1600

20	J D K	45	85	40	1600
21	N R	45	75	30	900
22	N	45	75	30	900
23	N B	45	75	30	900
24	P R	45	75	30	900
25	R L	65	85	20	400
26	R N U	65	85	20	400
27	R R	65	85	20	400
28	S R S	65	85	20	400
29	S I L	75	85	10	100
30	S D S	75	85	10	100
31	S A R	75	85	10	100
32	S W	75	85	10	100
33	S L	50	75	25	625
34	S S	50	75	25	625
35	S R	50	75	25	625
36	S M	50	75	25	625
37	S A	50	75	25	625
38	S S P	50	75	25	625
39	T A S	50	75	25	625
40	T U	50	75	25	625
Total		2120	3160	1040	30000
Mean		53	79	26	750

The above table the students' initial and the total score of pre –test and post-test. The pre-test total score was 2120 and the mean was 53. In post-test, the total score was 3160 and its mean was 79. The Standard Deviation was analyzed to investigate the differences between pre-test and post-test. So, following formula was applied:

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}}$$

$$= \sqrt{\frac{30000 - \frac{(1040)^2}{40}}{40 - 1}}$$

$$\begin{aligned}
&= \sqrt{\frac{30000 - \frac{1081600}{40}}{39}} \\
&= \sqrt{\frac{30000 - 27040}{39}} \\
&= \sqrt{\frac{2960}{39}} \\
&= \sqrt{75.89} \\
&= 8.71
\end{aligned}$$

So, Standard Deviation of experimental group was 8.71. Thus, those values could be used to find out the result of applying t-test formula. It could be seen in the following:

$$\begin{aligned}
t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
&= \frac{26}{\sqrt{\frac{30000 - \frac{(1040)^2}{40}}{40(40-1)}}} \\
&= \frac{26}{\sqrt{\frac{30000 - \frac{1081600}{40}}{40(39)}}} \\
&= \frac{26}{\sqrt{\frac{30000 - 27040}{1560}}} \\
&= \frac{26}{\sqrt{\frac{2960}{1560}}}
\end{aligned}$$

$$= \frac{26}{\sqrt{1.897}}$$

$$= \frac{26}{1.37}$$

$$T = 18.97$$

The result of t-calculation showed that t-test was 18.97 and t-table was 1.66. The t-test was higher than t-table ($18.97 > 1.66$). After investigate students' scores in the experimental group, then the researcher calculated in Standard Deviation and t-test to investigate the students' score in control group, it could be seen in the tables below:

Table 4.2
Students' score in control group

No	Students' initial	Score		D (x2-x1)	D ²
		Pre-test	Post-test		
1	A L	45	55	10	100
2	A P	45	55	10	100
3	A	45	55	10	100
4	A N	45	55	10	100
5	A N A	45	65	20	400
6	A K	45	65	20	400
7	A M	45	65	20	400
8	B D R	45	65	20	400
9	D R	35	45	10	100
10	D R	35	45	10	100
11	D A	35	45	10	100
12	D A	35	45	10	100
13	E H	25	35	10	100
14	F	25	35	10	100
15	H S	25	35	10	100
16	H F	25	35	10	100
17	I R	50	55	5	25
18	I J	50	55	5	25

19	I	50	55	5	25
20	J A	50	55	5	25
21	M P	35	50	15	225
22	M F	35	50	15	225
23	N A	35	50	15	225
24	A N	35	50	15	225
25	N S	35	50	15	225
26	R S S	35	50	15	225
27	R A P	35	50	15	225
28	R	35	50	15	225
29	R E W	45	50	5	25
30	S M	45	50	5	25
31	S S	45	50	5	25
32	S H	45	50	5	25
33	S S	50	55	5	25
34	S D	50	55	5	25
35	S S S	50	55	5	25
36	S S	50	55	5	25
37	S Y	35	45	10	100
38	T D F	35	45	10	100
39	T Z	35	45	10	100
40	T L L	35	45	10	100
Total		1600	2020	420	5300
Mean		40	50.5	10.5	132.5

The above table shows the students' names and the total score of pre-test and post-test. The pre-test total score was 1600 and the mean was 40. In post-test, the total score was 2020 and its mean was 50.5. It means that, the total and mean score in post-test in the experimental group was higher than the total and mean score in post-test in the control group. To measure Standard Deviation in the control group, following formula was applied:

$$\begin{aligned}
S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}} \\
&= \sqrt{\frac{5300 - \frac{(420)^2}{40}}{40 - 1}} \\
&= \sqrt{\frac{5300 - \frac{176400}{40}}{39}} \\
&= \sqrt{\frac{5300 - 4410}{39}} \\
&= \sqrt{\frac{890}{39}} \\
&= \sqrt{22.82} \\
&= 4.77
\end{aligned}$$

So, Standard Deviation of control group was 4.77. Thus, those values could be used to find out the result of applying t-test formula. It could be seen in the following:

$$\begin{aligned}
t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
&= \frac{10.5}{\sqrt{\frac{5300 - \frac{(420)^2}{40}}{40(40-1)}}} \\
&= \frac{10.5}{\sqrt{\frac{5300 - \frac{176400}{40}}{40(39)}}}
\end{aligned}$$

$$\begin{aligned}
&= \frac{10.5}{\sqrt{\frac{5300-4410}{1560}}} \\
&= \frac{10.5}{\sqrt{\frac{890}{1560}}} \\
&= \frac{10.5}{\sqrt{\frac{890}{1560}}} \\
&= \frac{10.5}{\sqrt{0.57}} \\
&= \frac{10.5}{0.75} \\
&T= 14
\end{aligned}$$

Based analyzed above, the result of t-test in control group was 14. It means that the result of t-test in experimental group was higher than the result of t-test in control group, namely $18.97 > 14$.

2. Testing Hypothesis

After accounting the data, it was referred to the t-table at the level significant of $\alpha 0.05$. The testing criterion used for hypothesis result was: if $t\text{-test} > t\text{-table}$. It means that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. Furthermore, the t-table with the level significant of $\alpha 0.05$ with the degree of freedom (df) $\rightarrow (2n-2 = 80-2=78)$ was 1.66. This means that H_a was accepted with students' t-test in the experimental group was 18.97 and the t-table 1.66. Because the t-test value

was higher than the t-table ($18.97 > 1.66$), it could be concluded that Fan-N-Pick strategy by card could be improve students' comprehension in reading narrative text.

B. Research Fnding

The finding of the research was denoted that teaching the reading of narrative text to students of experimental group using Fan-N-Pick strategy by card was more effective than teaching by conventional method. The students those taught by Fan-N-Pick strategy by card got higher score than those taught by conventional method. It was proved from the result of t-test in the experimental group was 18.97 and t-test in the control group was 14. It could be concluded $18.97 > 14$. The alternative hypothesis was accepted and the null hypothesis was rejected. It means that there was significant effect of applying Fan-N-Pick strategy by card on the students' achievement in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There was significant effect of applying Fan-N-Pick strategy by card on the students' achievement in reading comprehension especially in reading narrative text. The result of computation in t-test was 18.97, while the critical value of 0.05 significant level was 1.66. The conclusion from the data analysis was the value of t-test (18.97) was higher than the t-table (1.66). It means that the alternative hypothesis (H_a) was accepted and the teaching by using Fan-N-Pick by card significantly affects on the students' achievement in reading narrative text. However, the students difficulties in the time. Some students need more time to understand and absorb the information.

B. Suggestion

1. The teachers could apply Fan-N-Pick strategy by card to improve their students' achievement in reading comprehension. Based on the research finding, it was found that there was positive effect of applying Fan-N-Pick strategy by card on the students' achievement in reading comprehension especially in narrative text.
2. Students, especially in SMA Swasta Persiapan Stabat were able to improve their reading comprehension by Fan-N-Pick by card. They

enjoyed learning more to improve their achievement in reading comprehension in front of the class.



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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
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 N.P.M : 1402050018
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Applying Fan-N-Pick Strategy by Card on the Students' Achievement in Reading Comprehension

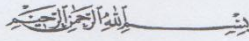
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08-03-2018	Chapter II, data analysis	<i>[Signature]</i>
12-13-2018	data analysis	<i>[Signature]</i>
15-03-2018	conclusion and suggestion	<i>[Signature]</i>
16-07-2018	revisi ts complete	<i>[Signature]</i>
	16 / 03 / 2018	
	<i>[Signature]</i>	

Medan, Maret 2018

Diketahui oleh:
 Ketua Prodi
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 (Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing
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 (Pirman Ginting, S.Pd, M.Hum)

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Linda Lestari
 N.P.M : 1402050018
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Applying Fan-N-Pick Strategy by Card on the Students' Achievement in Reading Comprehension

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Januari 2018
 Hormat saya
 Yang membuat pernyataan,



Linda Lestari

Diketahui oleh Ketua Program Studi
 Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

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CURRICULUM VITAE

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Name : Linda lestari
Registered Numbered : 1402050018
Place/ Date of Birth : Paya Kangkung, 2 January 1997
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Religion : Islam
Address : Dsn III Kayu Lima, Kep. Sungai, Kab. Langkat
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Mother's Name : Pasiani
Brother's Name : Serka Leo Nardus
Sister's Name : Lisa Syafrida Am.keb

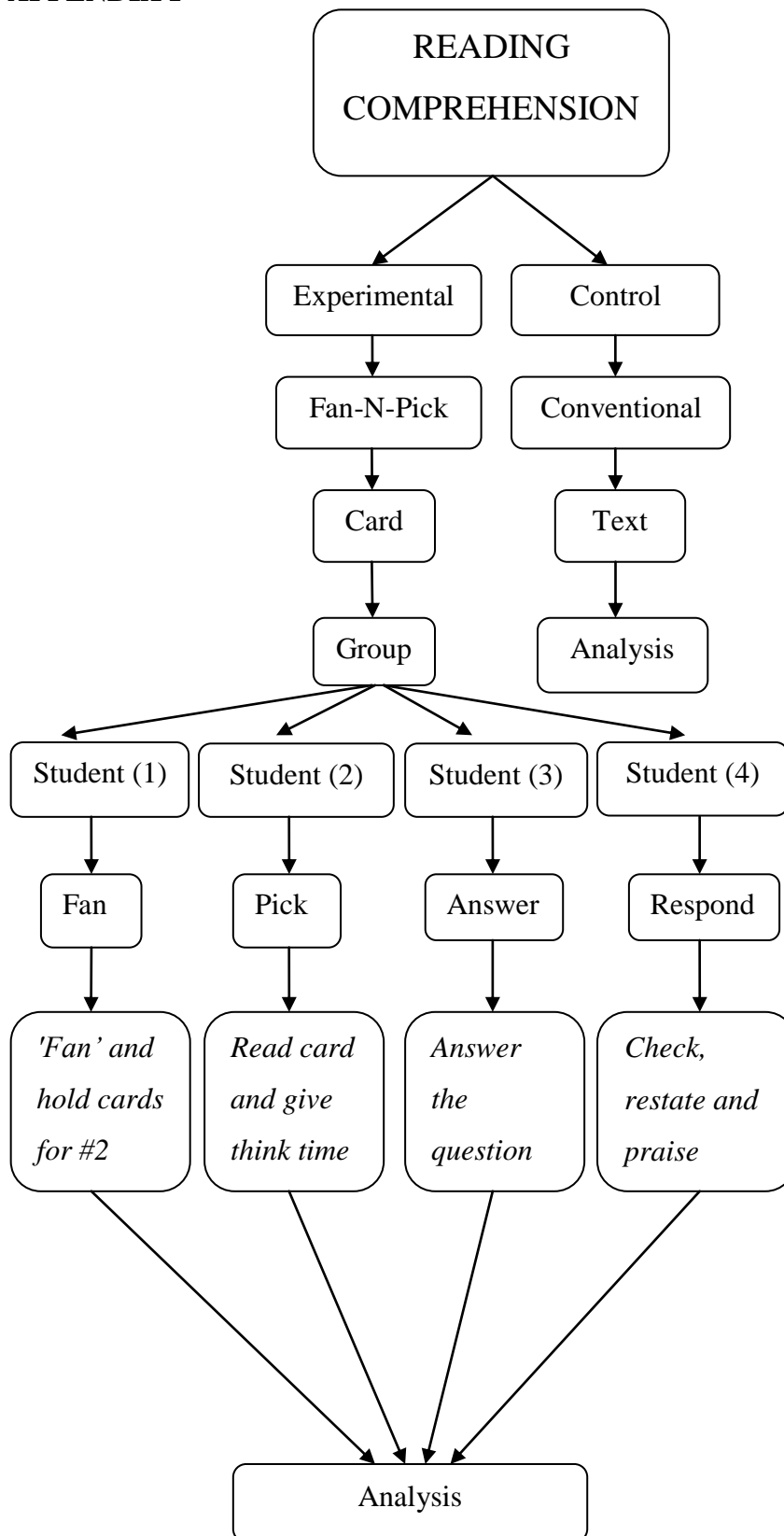
Education

Kindergarten : -
Elementary School : SD Negeri 053979 Kep. Sungai
Junior High School : MTs. Negeri Stabat
Senior High School : SMA Negeri 1 Stabat
University : University Muhammadiyah Sumatera Utara

Test item

1. What the tenses of “were”?
2. What the main idea of the text?
3. What the implicit information of the text?
4. What the explicit information of the text?

APPENDIX I



APPENDIX II

LESSON PLAN (EXPERIMENTAL GROUP)

Location	: SMA SWASTA PERSIAPAN STABAT
Subject	: Bahasa Inggris
Class/ Semester	: X IPA-1/ II
Topic	: Narrative Text
Aspec/ Skill	: Reading
Time and Allocation	: 2 x 45 minutes

A. Core Competence

- KI 1. Living and practicing the religious teachings it embraces.
- KI 2. Living and practicing honest, discipline, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and proactive and showing attitude as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.
- KI 3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge on a specific field of study according to his or her talents and interest to solve the problem.
- KI 4. Cultivate, reason, and serve in the realms related to the development of the self-study in schools independently, and able to use methods according to scientific rules.

B. Basic Competence and Indicator

Capturing the meaning of oral and written narrative text which legendary and simple.

Indicators:

1. Students understanding and comprehend in applying Fan-N-Pick strategy by card in reading comprehension

2. Students are able to predic or guess the meaning of words based on context.
3. Students are able to identify the main idea of the text.
4. Students are able to identify the implicit information of the text.
5. Students are able to identify the explicit information of the text.

C. Learning Objectives

1. Students can understanding of applying Fan-N-Pick strategy by card in reading comprehension
2. Students can predic or guess the meaning of words based on context.
3. Students can identify the main idea of the text.
4. Students can identify the implicit information of the text.
5. Students can identify the explicit information of the text.

D. Lesson Material

Narrative text

E. Learning Method

Discuss, assignment, Fan-N-Pick

F. Media

1. Card
2. The Book English Curriculum 2013, Jakarta: Ministry and Culture of the Republic of Indonesia.

G. Teaching learning steps

1. Introduction

- a. Greeting and pray together
- b. Ask the condition of students and give the motivation
- c. Check the attendances
- d. Teacher delivers the material to be learned
- e. Teacher delivers the objective of the study

2. The core

Observing

- Teacher asks the students to read narrative text

Questioning

- With guidance and direction from the teacher, students ask questions about matter that have not been understood

Exploring

- Write out some question about whatever students are learning and make a copy for each group
- Cut up the question so that teachers have some question cards
- Split students into teams of 4 students
- Distribute the topics to the students in each group
- Assign each students a letter that responds with a role
- Students 1 holds question cards in a fan and says, pick a card, any card!
- Students 2 picks a card, reads the question out loud and allows five second of think time
- Students 3 answers the question.
- Students 4 restates the answers

Associating

- Teacher ask each group to present the result of their discussion in front on the class

Communicating

- Teacher and students are together discuss the answer with the students

3. Closing

- The teacher give the conclusion of the narrative text

H. Assesment of Learning Outcomes

- a. Pronouncation 25%
- b. Grammar 25%
- c. Performance 25%
- d. Comprehension 25%

English teacher

Asri Triastuti, S.Pd
1037761661300013

Stabat, January 2018

The researcher

Linda Lestari
1402050018

Headmaster

Irwan Amri S.P

3.

APPENDIX III**LEESON PLAN
(CONTROL GROUP)**

Location	: SMA SWASTA PERSIAPAN STABAT
Subject	: Bahasa Inggris
Class/ Semester	: X IPA-3/ II
Topic	: Narrative Text
Aspec/ Skill	: Reading
Time and Allocation	: 2 x 45 minutes

I. Core Competence

- KI 1. Living and practicing the religious teachings it embraces.
- KI 2. Living and practicing honest, discipline, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and proactive and showing attitude as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.
- KI 3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge on a specific field of study according to his or her talents and interest to solve the problem.
- KI 4. Cultivate, reason, and serve in the realms related to the development of the self-study in schools independently, and able to use methods according to scientific rules.

J. Basic Competence and Indicator

Capturing the meaning of oral and written narrative text which legendary and simple.

Indicators:

6. Students are able to predic or guess the meaning of words based on context.
7. Students are able to identify the main idea of the text.

8. Students are able to identify the implicit information of the text.
9. Students are able to identify the explicit information of the text.

K. Learning Objectives

6. Students can predic or guess the meaning of words based on context.
7. Students can identify the main idea of the text.
8. Students can identify the implicit information of the text.
9. Students can identify the explicit information of the text.

L. Lesson Material

Narrative text

M. Learning Method

Assignment, Conventional Method

N. Media

3. Buku bahasa Inggris Kurikulum 2013, Jakarta : Kementerian dan Kebudayaan Republik Indonesia.

O. Teaching Learning Steps

4. Introduction

- f. Greeting and pray together
- g. Ask the condition of students and give the motivation
- h. Check the attendances
- i. Teacher delivers the material to be learned
- j. Teacher delivers the objective of the study

5. The Core

Observing

- Teacher asks the students to read narrative text

Questioning

- With guidance and direction from the teacher, students ask questions about matter that have not been understood.

Exploring

- Teacher divides students in groups of 4 person.
- Teacher give question
- Students discuss with the group

Associating

- Teacher ask each group to present the result of their discussion in front on the class

Communicating

- Teacher and students are together discuss the answer with the students

6. Closing

- The teacher give the conclusion of the narrative text

P. Assesment of Learning Outcomes

- e. Pronouncation 25%
- f. Grammar 25%
- g. Performance 25%
- h. Comprehension 25%

Stabat, January 2018

English teacher

The researcher

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Linda Lestari
1402050018

Headmaster

Irwan Amri S.P

Test item

1. What the tenses of “were”?
2. What the main idea of the text?
3. What the implicit information of the text?
4. What the explicit information of the text?
- 5.

APPENDIX V**The result of score pre-test in Experimental Group**

No	Students' name					TOTAL
		P	G	P	C	
1	Ade Widia	10	10	15	15	50
2	Adela Olifia	10	10	15	15	50
3	Aditia Putra P	10	10	15	15	50
4	Amalya Rizky	10	10	15	15	50
5	Andre Ramadhani	5	5	10	15	35
6	Alfina Mulyani	5	5	10	15	35
7	Anisa Putri Pratiwi	5	5	10	15	35
8	Annisa Salsabila	5	5	10	15	35
9	Andini Fitri R	15	10	15	25	65
10	Aulia Ismi	15	10	15	25	65
11	Andrianika Putri	15	10	15	25	65
12	Arif Arya Widodo	15	10	15	25	65
13	Azzra Pernanda	10	10	10	20	50
14	Azwita Mutia	10	10	10	20	50
15	Bunga Putri	10	10	10	20	50
16	Etika Anisa	10	10	10	20	50
17	Farhan Azmi	10	15	10	10	45
18	Gagah Wahyu B	10	15	10	10	45
19	Jeni Anjani	10	15	10	10	45
20	Joko Dimas K	10	15	10	10	45
21	Nurul Rahmalia	10	10	15	10	45
22	Nuryanti	10	10	15	10	45
23	Nurul Badriah	10	10	15	10	45
24	Pipit Rahmah	10	10	15	10	45
25	Rizky Luvita	15	10	25	15	65
26	Rizky Nurlita Utami	15	10	25	15	65
27	Ridho Rizky	15	10	25	15	65

28	Sifa Rahmatina S	15	10	25	15	65
29	Siti Istiva Laily	10	15	15	25	75
30	Siti Delima Sarah	10	15	15	25	75
31	Sri Ayu Ramadhani	10	15	15	25	75
32	Sri Wahyuni	10	15	15	25	75
33	Surya Liberty	10	10	10	20	50
34	Syaftara Salasa	10	10	10	20	50
35	Syahfitri Ramadhani	10	10	10	20	50
36	Syahrum Mahkfirah	10	10	10	20	50
37	Suci Arviana	15	15	10	10	50
38	Syahla Sabila Putri	15	15	10	10	50
39	Tania Arfiani Sitorus	15	15	10	10	50
40	Tia Ummita	15	15	10	10	50
Total						2120
Mean						53

The result of score post-test in Experimental Group

No	Students' name					TOTAL
		P	G	P	C	
1	Ade Widia	15	15	20	25	75
2	Adela Olifia	15	15	20	25	75
3	Aditia Putra P	15	15	20	25	75
4	Amalya Rizky	15	15	20	25	75
5	Andre Ramadhani	10	20	25	20	75
6	Alfina Mulyani	10	20	25	20	75
7	Anisa Putri Pratiwi	10	20	25	20	75
8	Annisa Salsabila	10	20	25	20	75
9	Andini Fitri R	20	20	20	25	85
10	Aulia Ismi	20	20	20	25	85
11	Andrianika Putri	20	20	20	25	85
12	Arif Arya Widodo	20	20	20	25	85
13	Azzra Pernanda	10	15	25	25	75
14	Azwita Mutia	10	15	25	25	75
15	Bunga Putri	10	15	25	25	75
16	Etika Anisa	10	15	25	25	75
17	Farhan Azmi	20	25	20	20	85
18	Gagah Wahyu B	20	25	20	20	85
19	Jeni Anjani	20	25	20	20	85
20	Joko Dimas K	20	25	20	20	85
21	Nurul Rahmalia	15	25	15	20	75
22	Nuryanti	15	25	15	20	75
23	Nurul Badriah	15	25	15	20	75
24	Pipit Rahmah	15	25	15	20	75
25	Rizky Luvita	25	20	20	20	85
26	Rizky Nurlita Utami	25	20	20	20	85
27	Ridho Rizky	25	20	20	20	85
28	Sifa Rahmatina S	25	20	20	20	85

29	Siti Istiva Laily	25	15	20	25	85
30	Siti Delima Sarah	25	15	20	25	85
31	Sri Ayu Ramadhani	25	15	20	25	85
32	Sri Wahyuni	25	15	20	25	85
33	Surya Liberty	15	15	25	20	75
34	Syaftara Salasa	15	15	25	20	75
35	Syahfitri Ramadhani	15	15	25	20	75
36	Syahrum Mahkfirah	15	15	25	20	75
37	Suci Arviana	15	15	10	10	75
38	Syahla Sabila Putri	15	15	10	10	75
39	Tania Arfiani Sitorus	15	15	10	10	75
40	Tia Ummita	15	15	10	10	75
Total						3160
Mean						79

APPENDIX VI**The result of score pre-test in Control Group**

No	Students' name					TOTAL
		P	G	P	C	
1	Abdul Latif	10	10	15	15	45
2	Adinda Putri	10	10	15	15	45
3	Amansyah	10	10	15	15	45
4	Anis Natalia	10	10	15	15	45
5	Annis Nur Asrifah	10	15	10	10	45
6	Azra Khairunnisa	10	15	10	10	45
7	Ayuni Muhaini	10	15	10	10	45
8	Bagaskara Dwi R	10	15	10	10	45
9	Delia Ramadan	5	10	5	15	35
10	Dimas Regesta	5	10	5	15	35
11	Diva Afifah	5	10	5	15	35
12	Dino Alwi	5	10	5	15	35
13	Eka Herawati	5	5	5	10	25
14	Fitri	5	5	5	10	25
15	Hari Sanda	5	5	5	10	25
16	Hilerry Florida	5	5	5	10	25
17	Ika Irawati	10	15	10	15	50
18	Ilham Julandy	10	15	10	15	50
19	Imelda	10	15	10	15	50
20	Jaka Andika	10	15	10	15	50
21	Mellisa Puteri	5	10	10	10	35
22	Muhammad Fazar	5	10	10	10	35
23	Nurul Amelia	5	10	10	10	35
24	Nurfadillah	5	10	10	10	35
25	Nurmala Sari	10	5	5	15	35
26	Rendy Sebastian S	10	5	5	15	35
27	Ria Annisa Putri	10	5	5	15	35

28	Rika	10	5	5	15	35
29	Rita Elvira Wati	10	15	5	15	45
30	Sarah Mutiara	10	15	5	15	45
31	Siti Sarah	10	15	5	15	45
32	Salamun Hakim	10	15	5	15	45
33	Selvi Sukaini	10	10	10	20	50
34	Surya Darma	10	10	10	20	50
35	Sundari Sekar Sari	10	10	10	20	50
36	Shindi Shintia	10	10	10	20	50
37	Syadria Yanti	5	15	5	10	35
38	Terrisya Difa F	5	15	5	10	35
39	Tara Zahra	5	15	5	10	35
40	Tia Lestari Lubis	5	15	5	10	35
Total						1600
Mean						40

The result of score post-test in Control Group

No	Students' name					TOTAL
		P	G	P	C	
1	Abdul Latif	15	10	15	15	55
2	Adinda Putri	15	10	15	15	55
3	Amansyah	15	10	15	15	55
4	Anis Natalia	15	10	15	15	55
5	Annis Nur Asrifah	15	15	15	20	65
6	Azra Khairunnisa	15	15	15	20	65
7	Ayuni Muhaini	15	15	15	20	65
8	Bagaskara Dwi R	15	15	15	20	65
9	Delia Ramadan	10	10	10	15	45
10	Dimas Regesta	10	10	10	15	45
11	Diva Afifah	10	10	10	15	45
12	Dino Alwi	10	10	10	15	45
13	Eka Herawati	5	5	15	10	35
14	Fitri	5	5	15	10	35
15	Hari Sanda	5	5	15	10	35
16	Hilerry Florida	5	5	15	10	35
17	Ika Irawati	15	15	10	15	55
18	Ilham Julandy	15	15	10	15	55
19	Imelda	15	15	10	15	55
20	Jaka Andika	15	15	10	15	55
21	Mellisa Puteri	10	15	15	10	50
22	Muhammad Fazar	10	15	15	10	50
23	Nurul Amelia	10	15	15	10	50
24	Nurfadillah	10	15	15	10	50
25	Nurmala Sari	10	15	10	15	50
26	Rendy Sebastian S	10	15	10	15	50
27	Ria Annisa Putri	10	15	10	15	50
28	Rika	10	15	10	15	50

29	Rita Elvira Wati	10	15	10	15	50
30	Sarah Mutiara	10	15	10	15	50
31	Siti Sarah	10	15	10	15	50
32	Salamun Hakim	10	15	10	15	50
33	Selvi Sukaini	10	10	15	20	55
34	Surya Darma	10	10	15	20	55
35	Sundari Sekar Sari	10	10	15	20	55
36	Shindi Shintia	10	10	15	20	55
37	Syadria Yanti	5	15	5	10	45
38	Terrisya Difa F	5	15	5	10	45
39	Tara Zahra	5	15	5	10	45
40	Tia Lestari Lubis	5	15	5	10	45
Total						2020
Mean						50.5

ATTENDANCE LIST CLASS X IPA-1 (EXPERIMENTAL GROUP)

NO	NAME	SIGNATURE		
		Pre-test	Treatment	Post-test
1	Ade Widia			
2	Adela Olifia			
3	Aditia Putra P			
4	Amalya Rizky			
5	Andre Ramadhani			
6	Alfina Mulyani			
7	Anisa Putri Pratiwi			
8	Annisa Salsabila			
9	Andini Fitri R			
10	Aulia Ismi			
11	Andrianika Putri			
12	Arif Arya Widodo			
13	Azzra Pernanda			
14	Azwita Mutia			
15	Bunga Putri			
16	Etika Anisa			
17	Farhan Azmi			
18	Gagah Wahyu B			
19	Jeni Anjani			
20	Joko Dimas K			
21	Nurul Rahmalia			
22	Nuryanti			
23	Nurul Badriah			
24	Pipit Rahmah			

25	Rizky Luvita			
26	Rizky Nurlita Utami			
27	Ridho Rizky			
28	Sifa Rahmatina S			
29	Siti Istiva Laily			
30	Siti Delima Sarah			
31	Sri Ayu Ramadhani			
32	Sri Wahyuni			
33	Surya Liberty			
34	Syaftara Salasa			
35	Syahfitri Ramadhani			
36	Syahrum Mahkfirah			
37	Suci Arviana			
38	Syahla Sabila Putri			
39	Tania Arfiani Sitorus			
40	Tia Ummita			

Stabat, January 2018

English teacher

The researcher

Asri Triastuti, S.Pd

Linda Lestari

1037761661300013

1402050018

Headmaster

ATTENDANCE LIST CLASS X IPA-3 (CONTROL GROUP)

NO	NAME	SIGNATURE		
		Pre-test	Treatment	Post-test
1	Abdul Latif			
2	Adinda Putri			
3	Amansyah			
4	Anis Natalia			
5	Annis Nur Asrifah			
6	Azra Khairunnisa			
7	Ayuni Muhaini			
8	Bagaskara Dwi R			
9	Delia Ramadan			
10	Dimas Regesta			
11	Diva Afifah			
12	Dino Alwi			
13	Eka Herawati			
14	Fitri			
15	Hari Sanda			
16	Hilerry Florida			
17	Ika Irawati			
18	Ilham Julandy			
19	Imelda			
20	Jaka Andika			
21	Mellisa Puteri			
22	Muhammad Fazar A			
23	Nurul Amelia			
24	Nurfadillah			
25	Nurmala Sari			
26	Rendy Sebastian S			

27	Ria Annisa Putri			
28	Rika			
29	Rita Elvira Wati			
30	Sarah Mutiara			
31	Siti Sarah			
32	Salamun Hakim			
33	Selvi Sukaini			
34	Surya Darma			
35	Sundari Sekar Sari			
36	Shindi Shintia			
37	Syadria Yanti			
38	Terrisya Difa F			
39	Tara Zahra			
40	Tia Lestari Lubis			

Stabat, January 2018

English teacher

The researcher

Asri Triastuti, S.Pd

Linda Lestari

1037761661300013

1402050018

Headmaster

Irwan Amri

Irwan Amri

APPENDIX IX

OBSERVATION SHEET (Experimental Group)

Subject : English
Class : X IPA-1
Number of Students : 40
Teacher's name : Asri Triastuti S.Pd
Note : 3= Very Good, 2= Good, 1=Bad

KEGIATAN GURU

No	Jenis kegiatan yang di observasikan	First meeting			Second meeting			Third meeting		
		1	2	3	1	2	3	1	2	3
(1)	(2)									
1	Melakukan kegiatan presensi	√				√			√	
2	Melakukan apersepsi		√			√				√
3	Menyampaikan standar kompetensi dan kompetensi dasar yang akan dipelajari			√			√			√
4	Menyampaikan tujuan pembelajaran		√			√				√
5	Melaksanakan pembelajaran secara berkelompok.		√			√				√
6	Melatih kemampuan visual siswa dalam membaca sebuah bacaan dengan cara menghitung kecepatan membaca siswa.	√				√			√	
7	Melaksanakan kegiatan pembelajaran membaca dari kegiatan yang sederhana dan makin lama makin sulit.	√				√			√	
8	Melakukan kegiatan pembelajaran membaca secara berjenjang yaitu dengan memberi contoh dan bimbingan terlebih dahulu kemudian contoh		√			√				√

	maupun bimbingan dari sedikit demi sedikit dikurangi, apabila siswa makin mampu melakukan dan memilih sendiri apa yang akan mereka lakukan.								
9	Mengaitkan materi dengan pengalaman pribadi siswa		√			√			√
10	Mengaitkan materi dengan realitas lingkungan kehidupan sehari-hari	√			√			√	
11	Melaksanakan pembelajaran sesuai dengan kompetensi (tujuan) yang akan dicapai dan karakteristik siswa		√		√			√	
12	Membantu siswa untuk mengerti apa arti kata yang mereka ucapkan atau mereka tulis, dari gerakan, roman muka, serta nada suara dari guru atau temannya.		√		√				√
13	Menumbuhkan partisipasi aktif siswa dalam pembelajaran.		√		√				√
14	Meminta siswa untuk mengingat dan menyebutkan fakta-fakta atau konsep yang sederhana yang terdapat dalam wacana yang dibacanya.	√			√			√	
15	Membimbing siswa untuk memahami hubungan antar hal, sebab akibat, hubungan antar fakta-fakta dan membedakan antarhal dalam wacana		√		√				√

	yang dibaca.								
16	Membimbing siswa untuk menerapkan konsep yang ada dalam wacana dengan cara memberi contoh dan demonstrasi	√			√				√
17	Mengarahkan siswa untuk menganalisis bagian-bagian yang khusus, mengidentifikasi, membedakan informasi tertentu dalam wacana.		√			√			√
18	Mengarahkan siswa untuk menganalisis dengan kritis sebuah teks baru.	√				√			√
19	Membantu dan membimbing dengan sabar terhadap siswa yang mengalami kesulitan belajar.		√			√			√
20	Memberikan motivasi belajar kepada siswa		√				√		√
21	Menumbuhkan motivasi belajar siswa agar mau terlibat dalam pembelajaran			√			√		√
22	Melakukan penilaian setiap akhir pembelajaran sesuai dengan kompetensi pembelajaran.		√			√		√	
23	Menggunakan bahasa Indonesia sebagai bahasa pengantar yang relatif benar dan salah.		√				√	√	
24	Melakukan refleksi dengan melibatkan siswa.		√				√		√
25	Melaksanakan tindak lanjut dengan memberikan arahan, kegiatan, atau tugas			√			√		√

	sebagai bagian pengayaan.									
	Total Number	46			57			67		
	Mean	$\frac{46}{25} = 1,84$			$\frac{57}{25} = 2,28$			$\frac{67}{25} = 2,68$		

OBSERVATION SHEET (Control Group)

Subject : English
Class : X IPA-3
Number of Students : 40
Teacher's name : Asri Triastuti S.Pd
Note : 3= Very Good, 2= Good, 1=Bad

KEGIATAN GURU

No	Jenis kegiatan yang di observasikan	First meeting			Second meeting			Third meeting		
		1	2	3	1	2	3	1	2	3
(1)	(2)									
1	Melakukan kegiatan presensi	√				√			√	
2	Melakukan apersepsi	√					√		√	
3	Menyampaikan standar kompetensi dan kompetensi dasar yang akan dipelajari		√			√			√	
4	Menyampaikan tujuan pembelajaran		√			√			√	
5	Melaksanakan pembelajaran secara berkelompok.		√			√			√	
6	Melatih kemampuan visual siswa dalam membaca sebuah bacaan dengan cara menghitung kecepatan membaca siswa.	√				√			√	
7	Melaksanakan kegiatan pembelajaran membaca dari kegiatan yang sederhana dan makin lama makin sulit.	√				√			√	
8	Melakukan kegiatan pembelajaran		√			√				√

	membaca secara berjenjang yaitu dengan memberi contoh dan bimbingan terlebih dahulu kemudian contoh maupun bimbingan dari sedikit demi sedikit dikurangi, apabila siswa makin mampu melakukan dan memilih sendiri apa yang akan mereka lakukan.								
9	Mengaitkan materi dengan pengalaman pribadi siswa		√			√			√
10	Mengaitkan materi dengan realitas lingkungan kehidupan sehari-hari	√			√			√	
11	Melaksanakan pembelajaran sesuai dengan kompetensi (tujuan) yang akan dicapai dan karakteristik siswa		√		√			√	
12	Membantu siswa untuk mengerti apa arti kata yang mereka ucapkan atau mereka tulis, dari gerakan, roman muka, serta nada suara dari guru atau temannya.		√		√			√	
13	Menumbuhkan partisipasi aktif siswa dalam pembelajaran.		√		√			√	
14	Meminta siswa untuk mengingat dan menyebutkan fakta-fakta atau konsep yang sederhana yang terdapat dalam wacana yang dibacanya.	√			√			√	
15	Membimbing siswa untuk memahami hubungan antar hal,		√		√				√

	sebab akibat, hubungan antarfakta-fakta dan membedakan antarhal dalam wacana yang dibaca.								
16	Membimbing siswa untuk menerapkan konsep yang ada dalam wacana dengan cara memberi contoh dan demonstrasi	√			√				√
17	Mengarahkan siswa untuk menganalisis bagian-bagian yang khusus, mengidentifikasi, membedakan informasi tertentu dalam wacana.		√			√		√	
18	Mengarahkan siswa untuk menganalisis dengan kritis sebuah teks baru.	√			√			√	
19	Membantu dan membimbing dengan sabar terhadap siswa yang mengalami kesulitan belajar.		√		√			√	
20	Memberikan motivasi belajar kepada siswa		√			√		√	
21	Menumbuhkan motivasi belajar siswa agar mau terlibat dalam pembelajaran			√		√		√	
22	Melakukan penilaian setiap akhir pembelajaran sesuai dengan kompetensi pembelajaran.		√		√			√	
23	Menggunakan bahasa Indonesia sebagai bahasa pengantar yang relatif benar dan salah.		√		√			√	
24	Melakukan refleksi dengan melibatkan		√		√				√

	siswa.									
25	Melaksanakan tindak lanjut dengan memberikan arahan, kegiatan, atau tugas sebagai bagian pengayaan.		√			√				√
	Total Number	43			54			56		
	Mean	$\frac{43}{25} = 1,72$			$\frac{54}{25} = 2,16$			$\frac{56}{25} = 2,24$		

OBSERVATION SHEET (Experimental Group)

Subject : English
Class : X IPA-1
Number of Students : 40
Teacher's name : Asri Triastuti S.Pd
Note : 3= Very Good, 2= Good, 1=Bad

KEGIATAN SISWA

No	Jenis kegiatan yang di observasikan	First meeting			Second meeting			Third meeting		
		1	2	3	1	2	3	1	2	3
(1)	(2)									
1	Memperhatikan dan mencatat waktu kecepatan rata-rata membaca setiap wacana dengan cermat dan teliti	√				√			√	
2	Menganalisis wacana dengan sungguh-sungguh		√			√				√
3	Menghubungkan isi wacana dengan pengalaman pribadi		√				√			√
4	Melakukan kegiatan diskusi dengan sungguh-sungguh		√			√				√
5	Bersikap kritis terhadap wacana yang dibacanya		√			√				√

6	Menunjukkan motivasi yang tinggi untuk terlibat dalam kegiatan pembelajaran	√				√				√
7	Mengerti apa arti kata yang mereka ucapkan atau mereka tulis, dari gerakan, rona muka, serta nada suara dari guru atau temannya.	√				√				√
8	Mengingat dan menyebutkan fakta-fakta atau konsep yang sederhana yang terdapat dalam wacana yang dibacanya.		√			√				√
9	Memahami hubungan antarhal, sebab akibat, hubungan antarfakta-fakta dan membedakan antarhal dalam wacana yang dibaca.		√				√			√
10	Menerapkan konsep yang ada dalam wacana dengan cara memberi contoh dan demonstrasi	√				√			√	
11	Menganalisis bagian-bagian yang khusus, mengidentifikasi, membedakan informasi tertentu dalam wacana.		√			√			√	
12	Mampu berkomunikasi dengan menggunakan bahasa baik secara lisan maupun tulisan		√			√				√
13	Mengerjakan soal evaluasi dengan serius.		√			√				√
14	Meminta secara langsung bimbingan dari guru apabila menemukan kesulitan	√				√			√	
15	Mengajukan pertanyaan terhadap		√			√				√

	guru.secara kritis berhubungan dengan wacana yang dibacanya									
	Total Number	25			32			41		
	Mean	$\frac{25}{15} = 1,66$			$\frac{32}{15} = 1,13$			$\frac{41}{15} = 2,73$		

OBSERVATION SHEET (Control Group)

Subject : English
Class : X IPA-3
Number of Students : 40
Teacher's name : Asri Triastuti S.Pd
Note : 3= Very Good, 2= Good, 1=Bad

KEGIATAN SISWA

No	Jenis kegiatan yang di observasikan	First meeting			Second meeting			Third meeting		
		1	2	3	1	2	3	1	2	3
(1)	(2)									
1	Memperhatikan dan mencatat waktu kecepatan rata-rata membaca setiap wacana dengan cermat dan teliti	√				√			√	
2	Menganalisis wacana dengan sungguh-sungguh	√				√			√	
3	Menghubungkan isi wacana dengan pengalaman pribadi	√					√		√	
4	Melakukan kegiatan diskusi dengan	√				√			√	

	sungguh-sungguh								
5	Bersikap kritis terhadap wacana yang dibacanya	√				√			√
6	Menunjukkan motivasi yang tinggi untuk terlibat dalam kegiatan pembelajaran	√				√			√
7	Mengerti apa arti kata yang mereka ucapkan atau mereka tulis, dari gerakan, rona muka, serta nada suara dari guru atau temannya.	√				√			√
8	Mengingat dan menyebutkan fakta-fakta atau konsep yang sederhana yang terdapat dalam wacana yang dibacanya.		√			√			√
9	Memahami hubungan antarhal, sebab akibat, hubungan antar fakta-fakta dan membedakan antarhal dalam wacana yang dibaca.		√				√		√
10	Menerapkan konsep yang ada dalam wacana dengan cara memberi contoh dan demonstrasi	√				√			√
11	Menganalisis bagian-bagian yang khusus, mengidentifikasi, membedakan informasi tertentu dalam wacana.		√			√			√
12	Mampu berkomunikasi dengan menggunakan bahasa baik secara lisan maupun tulisan		√			√			√
13	Mengerjakan soal evaluasi dengan serius.		√		√				√
14	Meminta secara langsung bimbingan dari	√			√				√

	guru apabila menemukan kesulitan									
15	Mengajukan pertanyaan terhadap guru secara kritis berhubungan dengan wacana yang dibacanya		√		√				√	
	Total Number	21			29			33		
	Mean	$\frac{21}{15} = 1,4$			$\frac{29}{15} = 1,93$			$\frac{33}{15} = 2,2$		

6.