

**THE EFFECT OF FAN-N-PICK STRATEGY BY CARD ON STUDENTS'
ABILITY IN SPEAKING SKILL**

SKRIPSI

Submitted in Partial fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

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MEDAN**

2017

ABSTRACT

Amelia, Richa Anggri. 1302050250. The Effect of Fan-N-Pick By Card On Students' Ability IN Speaking Skills at Eight Grade of SMP NEGERI 42 MEDAN at Academic Years 2016/2018. English Department of Teachers Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2017.

The purpose of this study was to find out the significant of Fan-N-Pick by card which was focused on speaking descriptive text. The research design in this research was quantitative experimental research. The instrument to collect the data was test by oral test. The technique taken sample used Cluster Random sampling to determine the control and the experimental group. In addition, there were pre-test, treatment or teaching and post-test in both of the groups. It was conducted at the eight grade students of SMP NEGERI 42 MEDAN. The t-test was 21.7 and the t-table was 2.00 which was used 0.05 as the significant level of this research. Because the t-test value is higher than the t-table ($21.7 > 2.00$), it show that the result in t-test was accepted (H_a). Based on the result of this research, it can be concluded that there was significant effect of applying Kinesthetic Learning on the students' achievement in speaking descriptive text. The students' difficulties in speaking after applying kinesthetic learning were not in their speaking especially descriptive text. Moreover, the students more enjoyable and deep understanding in material. Indeed, it is recommended for teachers to apply this strategy in teaching English, especially in teaching speaking.

Keywords: Speaking, Fan-N-Pick, and Descriptive Text.

ACKNOWLEDGEMENTS



Assalamu'alaikumWr. Wb

In the name of Allah SWT, the Most Gracious, and Most Merciful, who has given bless and prosperity to all of us without any dicrimination. The researcher would like to thanks Him because only with his bless the researcher finally could complete my study. Greeting and congratulations may be granted to our prophet Muhammad SAW as the man who has guided human beings from the darkness into the brightness.

The aim of writing of the thesis entitled *Language Disorder Of Stuttered Character In The Movie A Fish Called Wanda* In writing this thesis, there were many difficulties and problems faced by the writer and without much help from the following people, it may be impossible to finish this research.

Especially for her beloved parents, Ayanda Edi Suryanta Ginting and Ibunda Tetti Yusnita, beloved sister, Naurah Fakhirah Ginting, beloved friend Riko Alfi Syahrin, who always give her love, support, advice, material help and prayer during, before and after her academic year in completing her study in UMSU.

Therefore, the researcher would like to express her thanks to the people who have given guidance, support and spirit during the completion of this research, they are:

1. Dr. H. Agussani, M.AP, the Rector of University of Muhammdiyah Sumatera Utara
2. Dr. Elfrianto Nst, S.Pd.,M.Pd the Dekan of FKIP UMSU who has given facilities, recommendation and permission to conduct this research.
3. Mandra Saragih, S.Pd., M.Hum and Pirman Ginting, S.Pd., M.Hum the Head and Secretary of English Department Program of FKIP UMSU for their administrative service and encouragement in finishing this research.
4. The best supervisor Dr. T. Winona Emelia, S.Pd., M.Hum for his valuable advice, ideas, and suggestion during the process of finishing this research.
5. Mandra Saragih, S.Pd.,M.Hum as examiner who has given many suggestion, criticism in improvement this study to be much better
6. Her deep thanks to all lectures of FKIP UMSU who had given valuable thoughts in lecturing during the academic year in UMSU.
7. Her beloved all of PPL friends for support and helpful in completing the task PPL.
8. Her best friends Melati Kuntarsih, Atika Sarah, Dewi kurniawi, Dinda Permatasari. Thanks for all of our crazy moments, thanks for the motivation, pray, support, and much love. Thanks for making this friendship become the best friendship ever.
9. All the classmate in A-Night English Class of 2013/2017 academic year.

Finally, the researcher realizes that this study is still far for being perfect, but she hopes that this study will be useful for the readers especially students of English Education Program. May Allah SWT bless all of us. Amin

Wassalamu'alaikumWr. Wb

Medan, Oktober 2017

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CHAPTER I

INTRODUCTION

A. The Background of Study

According to Stewig (2000) states that speaking is a complex process because it involves thinking, language and social skills. Therefore, oral proficiency is the main basis of language teaching for oral proficiency (1) is an expression frequently used, (2) is a form that is usually studied first on the children's ability, (3) is a type of language most commonly used. Of the 2.796 languages in the world, all of which have the form of spoken language, but only 153 who developed a language wrote.

In teaching speaking, teacher has to follow some stages in teaching speaking. J. Harmer points out that there are three stages in teaching speaking. Those stages are introduction new language, practice, and communicative activity. Firstly, introduction new language means that the teacher tries to introduce the language which is used in teaching speaking. Secondly, the next stage that teacher will do is that give an exercise and practice to students. Thirdly, the stage is about communicative activity means that teacher must notice the students' activity in speaking. In EFL teaching it is an aspect that needs special attention and instruction. In order to provide affective introduction, it is necessary for teacher of EFL to carefully examine the factors, conditions, components, underlie speaking effectiveness (Richard & Renandya, 2002).

Teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance, therefore, recent pedagogical research on teaching students conversation has provided some parameters for developing objectives and techniques. Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard to break habits.

In educational unit level curriculum (KTSP, 2006) in Standard Competence and Basic Competence that the students have to able communication with other people orally. In addition, the students have to able expressing meaning in simple and short oral transactional conversation to interact with the environment. Besides, the students have to able expressing meaning in short simple transactional and interpersonal conversation by using a variety of oral language accurately, fluently, and acceptable.

In fact, based on the observation during teaching practicing program (PPL) at eight grade of SMP NEGERI 42 Medan, it found that the students still the difficult to express their ideas and opinion in front of the class. In additions the students still have low motivation other instrinsic 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 speak up in public because they did not have self confident.

Based on the explanation about, the researcher has found solution in teaching speaking to improve students' ability in speaking is Fan-N-Pick strategy. Fan-N-Pick strategy is teambuilding, mastery, thinking, communication in speaking 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 seconds of think time. Students 3 answers the question. Students 4 restates the answers. For right or wrong answers, students 4 checks and then either praises or coaches. For higher-level thinking question which have no right or wrong answer, students 4 does check for correctness, but praises and paraphrases the went into answer. Students rotate roles one clockwise for new round.

Based on the explanation above, the researcher interested to conduct this entitle "**The Effect Of Fan-N-Pick Strategy By Card On Students' Ability In Speaking Skill**".

B. The identification of Problem

In relation the background of study, the identification of problem was identified as follows :

1. The students still had difficult to express their ideas and opinion in front of the class.
2. The students still had low motivation
3. The students still had difficulties in speaking in front of the class

C. The scope and limitation of study

In the research, the scope of study focused on speaking skill and was limited on descriptive text.

D. The Formulation of Problem

Based on the identification of problem, the problem was formulated as follows “ Is there any significant effect of Fan-N-Pick by card on students’ ability in speaking skill?”.

E. The objective of study

Based on the formulation of the problem above, the objectives of the research as follows “ To find out the significant of Fan-N-Pick by card on students’ ability in speaking skill”.

F. The significance of the study

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

- a. Theoretically

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

b. Practically

1. For the research: this research give contribution to the research in helping find out the best method for teaching speaking and get more information from this research.
2. For the students: the result of this suggested to used Fan-N-Pick by card on students' ability in speaking skill.
3. For the teachers: the use of Fan-N-Pick by card on students' ability in speaking skill can make the students' are more enjoyable to improve their ability in speaking skilill in front of the class.

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 student learning objective can be achieved effectively and efficiently.

The terms strategy is often used in many contexts with meaning is always the same. In the context of teaching strategies can be interpreted as a general pattern of teacher-student action in the manifestation of the teaching activity. According to Harmer (2001) prefer to use the term models of teaching instead of using teaching strategies.

2. Speaking

2.1 Defenition of speaking

Speaking is not written text said aloud. Speaking is to convey what the speaker intends to say. Speaking is also ability say articulation sound or words to

express to submit mine, feeling ideas. Speaking is ability which is used for communication in daily activities. People send and receive message through speaking. They give reports, ideas, advices, instructions, complain, apologize, agree, disagree and much means by speaking. The communication means to talk to other people orally in spoken form. So what does speaking mean, it means a process using a language that is done by speakers by combining both codes and message. In speaking there are many elements that we should understand those are: the topic of what the speaking about, vocabulary, grammar, and also intonation (Syaripuddin, 2014).

Harmer (2001) states that giving a suitable topic and task can make students speak English. In other words they are required to show mastery of the following sub competencies/ skills:

- a. Linguistic competence: This includes the following skills: 1) Using intelligible pronunciation. 2) Following grammatical rules accurately. 3) Using relevant, adequate and appropriate range of vocabulary.
- b. Discourse competence: This includes the following skills: 1) Structuring discourse coherently and cohesively. 2) Managing conversation and interacting effectively to keep the conversation going.

Pragmatic competence: This includes the following skill: 1) Expressing a range of functions effectively and appropriately according to the context and register. 2) Fluency :This means speaking fluently demonstrating a reasonable rate of speech.

Topic of speaking is important to be mastered by speaker because by mastering the topic the speaker will be easier to divided the important things from the topic that will be asked to the listeners. The second element is vocabulary, it is important for speaker in order to speak well at least the speaker has enough vocabularies to express some idea. Grammar is very useful when people speaking, because grammar is able to give implicit meaning in speaking activity. The last one is intonation: by using appropriate intonation probably make the information successfully transferred to the listeners. All of the elements are needed to make a good understanding between speaker and listener.

Arends (2004) define that speaking skill are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. As known that language ability can measured from our language skill however now days people usually judge the language skill from how will someone able to speak in language itself. The professionals are expected to have good speaking skill. In addition, many people speak in order to show their ability and influence someone, for example politicians, teacher, lawyer however president.

From all statements above it can be concluded that speaking skill is an important skill to be mastered when someone learn about language especially foreign language. speaking skill becomes the most important skill since people have belief that language mastery is able to be judge from how well someone speak.

2.2 Technique of Teaching speaking

There are some techniques in teaching speaking supported by Brown (2000), namely:

1. Information gaps (Elementary/intermediate)

One type speaking activity involves the so –called ‘information gap’- where two speakers have different parts of information making up a whole. Because they have different information, there is a ‘gap’ between them. One popular information –gap activity is called ‘Describe and Draw’. In this activity one student has a picture which her or she must not show his or her partner (teacher sometimes like to use surrealist paintings – empty doorways on beaches, trains coming out of fire places etc). All the partner has to do is draw the picture without looking at the original, so the one with the picture will give instructions and descriptions, and the ‘artist’ will ask questions.

Describe and Draw has many of the elements of an ideal speaking activity. It is highly motivating (if used only very occasionally), there is a real purpose for the communication taking place (the information gap, completion of the task), and almost any language can be used.

2. Surveys (elementary)

One way of provoking conversation and opinion exchange is to get students to conduct questionnaires and surveys. If the students plan these questionnaires themselves, the activity becomes even more useful. In this example for elementary students, the present perfect tense has recently been introduced.

The teacher wants students to activate all their language knowledge and would be only too happy if this provoked natural use of the present perfect.

The topic is sleep-ways of sleeping, sleeping experiences etc. First of all, the teacher talks about a night more, or about someone he has seen sleepwalking. The teacher gets students to give him as much 'sleep' vocabulary as they can (e.g. 'dream', 'nightmare', 'walk in your sleep,' heavy sleeper', 'light sleeper'). The students now work in pairs to plan questions for their questionnaire and the teacher goes round helping where necessary.

3. Discussion (intermediate/upper intermediate)

Most teachers hope that they will be able to organise discussion sessions in their classroom, particularly if the exchange of opinions provokes spontaneous fluent language use. Many find, however, that discussion sessions are less successful than they had hoped. The first thing to remember is that people need time to assemble their thoughts before any discussion. The ability to give spontaneous and articulate opinions is challenging in our own language, let alone the language we are struggling to learn. The following sequence, therefore, stresses the need for discussion preparation and shows the teacher building the discussion up in stages.

4. Role – Play (upperintermediate/advanced)

The role-play can now lead into a number of possible writing tasks : a segment of the dialogue, a newspaper report on the decision, letters to the newspaper, posters and new-letters from the anti-Taksi campaign etc. Two things can be added to this description. Firstly, the teacher could make the role-play a

whole-class activity by having all the students act out a public meeting with many speakers. This might be very enjoyable but would cut down on the amount of speaking time for each individual. But it would at least make the voting more unpredictable, and you could build in 'public' question session at various stages of the meeting.

Secondly, not all role-plays need to be this intricate. If you ask your students to role-play a party situation, for example. All you might need to do is set the party scene and then tell students to go either as themselves or as a living or dead person they would like to be! Role-play is more than just play-acting : it offers chances for rehearsal and engagement that some other activities fail to give.

2.3 Types of speaking performance

Brown (2000) identifies six categories apply to the kinds of oral production that students are expected to carry out in classroom. They are:

1) Imitative

Imitative speaking is a kind of practicing an intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This activity is usually performed in form of drilling.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language. It can be in the form of self-initiated or pair work activity;

3) Responsive

Responsive speaking is meant by being able to give replies to the questions or comments in meaningful in authentic one;

4) Transactional

In this case transactional is mere done in the dialogue. It is aimed at conveying or exchanging specific information, an extended form of responsive language.

5) Interpersonal

like in the transactional, interpersonal speaking here is also carried out in a dialogue. It is purposed for maintaining social relationships than for the transmission of facts and information. These conversations are little trickier for learners because they can involve some factors such as, slang, ellipsis, sarcasm, a casual register, etc. This often makes the learners find it difficult to understand the language, or even misunderstood;

6) Extensive,

Extensive speaking here mostly in the form of monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

Each category above can be implemented based on the students' level and students' ability. Here are the summary purpose of each element: imitative for focusing on some particular element of language form, intensive to practice some phonological or grammatical aspect of language, responsive can stimulate students' in speaking, transactional to invite students to engage in a conversation,

interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches.

2.4 Assesment of speaking

The mastery of speaking skills in English is a priority for many second of foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English courses on the basis of how well they feel they have improved in their spoken languages proficiency. According to Calderon (2004) that there are five criteria to assess the speaking ability, namely:

No	Assesment	Score	Detail
1	Clarity	5	Poor All questions and answers are awkward and incomprehensible
		10	Fair Questions and answers are awkward and incomprehensible to understand at times.
		15	Good Questions or answers are awkward at times but always understandable.
		20	Excellent Questions and answers are clear and comprehensible.
2	Pronunciation	5	Poor Student's pronunciation is incomprehensible.
		10	Fair Student's pronunciation make understanding difficult.
		15	Good Student's pronunciation is understandable with some error.
		20	Excellent

			Student's pronunciation is like a native speaker.
3	Fluency	5	Poor Student is unable to ask or respond to questions.
		10	Fair Student take a long time to ask and respond to questions
		15	Good Students are able to ask and answer the questions with little difficulty.
		20	Excellent Students are able to communicate clearly with no difficulty.
4	Comprehension	5	Poor Student is unable to comprehend questions. Questions had to be repeated.
		10	Fair The students show little comprehension of questions. Questions had to be repeated.
		15	Good The student understand most of what was asked of him/her.
		20	Excellent The student fully understand the questions asked and answered correctly.
5	Content	5	Poor Did not ask appropriate question for information, no response to question
		10	Fair Ask some inappropriate questions for information or answered question with very limited answers.
		15	Good Gave appropriate questions for survey information but responses were limited in content
		20	Excellent Gave appropriate questions and good content in responses to questions.

3. Fan-N-Pick Strategy

3.1 defenition of Fan-N-Pick

According to Kagan (1994) that Fan-n-Pick is one of cooperative method which must consider three thing such as the 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 chek 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' matery of speaking 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 leasson they have learned. The have come to realize that learnig 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 andthinking capability. These four function of Fan-N-Pick are useful in developing social skill and students'knowledge. The advantage of this learning model is to engage students to exchange information, gaining newknowledge and teaching something to the others so the students are better in understanding the subject (Radja, 2017).

From the explanation above, it can be said Fan-N-Pick is an interesting method to teach speaking effectivelly in the classroom.it can build the students' self-confidence in experssing their opinion in speaking activity.

2.2 Procedure of Fan-N-Pick

According to Kagan (1994), the procedure of fan-n-pick method as follows:

- a. 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 sets in the document if teacher want the students to discuss a story.
- b. Cut up the questions so that teachers have some question cards.
- c. Split students into teams of 3-4 students
- d. Distribute the topics to the students in each group.
- e. Assign each student a letter that correspond with a role (A) Asking the question and recording the answer (split this into two roles if there are four students on a team), (B) Answering the question, (C) Asking a follow up question/for details
- f. Student A fans out the question card, upside-down, like teacher would at the beginning of a magic trick (Pick a card, any card), and holds them out, to student B.
- g. Student B chooses a question and hands it to Student A who reads it aloud, then hand the card back to Student B.
- h. Student B ponders his or her answer for 20 seconds, and then he or she responds.
- i. Student C asks a follow up question (for another detail, clarification, etc.)

- j. Student D records Student B's original and elaborated response.(Student A does this as well if there are only 3 students in the group.
- k. Roles switch by rotating them one person to the left, and a new question is tackled.
- l. 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.

2.3 Advanges of Fan-N-Pick

There are some advantages of Fan-N-Pick in teaching speaking skill, namely:

- a. Greater Comprehension Input: Students adjust their reading skill to the level of their partner because they are working together.
- b. Natural Context : Language is used in real-life,function interaction,reducing problem of transference
- c. Negotiation of Meaning.: Students have the opportunity to adjust their languange output to make sure they understand each other.
- d. Lowered Affective Filter: Whereas it is fightinger 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
- e. Peer Support: Students encourage and support each other in language use

- f. Enhanced Motivation: Because the structure are engaging interacting sequence, and students need to understand each other there is high motivation to speak and listen for understanding
- g. Greater Language Use: Using a pair structure gives every student in the class a full minute of language output opportunity.

2.4 Disadvantages of Fan-N-Pick

There are some weaknesses of fan-n-pick method such as:

- a. People need go at different speeds: Some need more time than other to understand and absorb the information. In group show students need to catchup which may cause tension because others are pulled back or delayed.
- b. 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 which result in tension and refusing to cooperate
- c. 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.
- d. 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.

- e. 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

Conventional method (old concept) emphasizes the importance of mastering the lesson material. Traditional language teaching is based on a traditional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words that are combined according to the rules. Conventional method thus focuses on grammatical structures and isolated items of vocabulary. Uwameiye (2008) state that conventional method is a traditional method of teaching where the teacher transmits information (subject matter content) verbally to his/her students, sometimes writing on the black board or using instructional materials. The students listen and take notes of facts and ideas that are considered important and also sometimes asking the teacher questions for clarifications.

Conventional or traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instructor (in the form of lectures) and decision maker (in regards to curriculum content and specific outcomes). They regard students as having 'knowledge holes' that need to be filled with information. In short, the traditional teacher views that it is the teacher that causes learning to occur. According to Vierra (2008) states that conventional, teacher-

centred teaching and lecture is the most common teaching behaviour found in schools worldwide. Teacher-centred teaching can be very effective, particularly for:

- a. Sharing information that is not easily found elsewhere
- b. Presenting information in a quick manner
- c. Generating interest in the information
- d. Teaching learners who learn best by listening

However, teacher-centered teaching also presents several challenges, including:

- a. Not all learners learn best by listening
- b. Keeping learners' interest is often difficult
- c. The approach tends to require little or no critical thinking
- d. The approach assumes that all learners learn in the same impersonal way

From the passage above, it can be concluded that conventional or traditional method is teaching technique in which the teacher becomes the controller or teacher-centered approach and the students just respond what the teacher asks and they study in a silent way.

B. Related Studies

There are some previous studies which relate to this research, namely:

1. Kristiana (2012), *The Effectiveness Of Fan-N-Pick Method In Teaching Reading Comprehension Viewed From Students' Self-Confidence*. The objectives of the research are (1) to prove whether or not fan-n-pick method is

more effective the grammartranslation 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 shows that fan-n-pick method is more effective than grammar translation method 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 for students having high self-confidence and GTM is more effective than Fan-n-Pick method for teaching reading for students having low self-confidence.

2. Radja (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 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 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.

C. Conceptual Framework

Speaking is one of skills in English which focuses on communication. Speaking is essential element when we want to interact to another people. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is a crucial part of second language learning and teaching. In beginning speaking through intermediate levels of proficiency, most of the efforts of student in oral production come in the form conversation, on dialogue.

Fan-N-Pick strategy is teambuilding, mastery, thinking, communication in speaking students play a card game to respond to question. Student 1 holds question cards in a fan and says, "Pick a card, any 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 restates the answers. For right or wrong answers, student 4 checks and then either praises or coaches. For higher-level thinking question which have no right or wrong answer, student 4 does check for

correctness, but praises and paraphrases the went into answer. Students rotate roles one clockwisw 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 is significant effect of Fan-N-Pick strategy by card on students' ability in speaking skill

Ho : there is not significant effect of Fan-N-Pick strategy by card on students' ability in speaking skill.

CHAPTER III

RESEARCH METHOD

A. Location of the research

The research was conducted at SMP NEGERI 42 MEDAN on Jl. Platina V Titi Papan, Medan Deli. It was conducted in the 8th grade students of first semester at 2017/2018 Academic Years. This school was chosen because many problems found especially speaking skill and Fan-N-Pick strategy had not been conducted in this school yet.

B. Population and Sample

1. Population

The population of this research were taken from 8th grade students of SMP NEGERI 42 MEDAN at Academic Year 2017/2018. This research was conducted in five classes, they were VIII-A which consisted of 32 students, VIII-B which consisted of 30 students, VIII-C which consisted of 32 students, VIII-D which consisted of 30 students, and VIII-E 30 which consisted of students. So total of the population were 154 students.

2. Sample

The sample of this research was 60 students which consisted of two classes. Each class which consisted of 30 students. The sample were taken by using Cluster Random Sampling Technique by cards. After the researcher mixed these cards for a moment, two cards are taken randomly as the sample of research and

the first chosen was VIII-B as Experimental Group while the second chosen was VIII-D as Control Group.

Table 3.1
Population and Sample

No.	Class	Population	Sample
1	VIII-A	32	-
2	VIII-B	30	30
3	VIII-C	32	-
4	VIII-D	30	30
5	VIII-E	30	-
Total		154	60

C. Research Design

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

Table 3.2
Research design

Group	Pre-test	Treatment	Post-test
Experimental (X)	√	Fan-N-Pick Strategy	√
Control (Y)	√	Conventional method	√

D. Instrument of collecting data

In the research, the instrument used by there researcher used test by oral test. The researcher took the data assisted by video recard. The researcher asked to the students direct question. The student 1 holds question cards in a fan says, pick a card, any card students 2 pick a card, reads the question out and allows five

seconds of think time. Students 3 answer the question. Students 4 restates the answer. For right or wrong answers, student 4 checks and then either praises or coaches. For higher-level thinking questions which have to right or wrong answer, student 4 does not check correctness, but praises and paraphrase the thinking that went into the answer. Students rotate roles one clockwise for each new round.

E. Technique of collecting data

In this research, the data were collected by following procedures as follows :

1. Collecting the data from score experimental and control group
2. Identifying the score of experimental and control group
3. Analyzing the score by using formulas
4. Comparing the score of experimental and control group by using t-test
5. Testing the hypothesis
6. Finding and drawing the conclusion.

F. Technique of analyzing data

In analyzing the data, the result of the data were analyzed by using statistical procedure which 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

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

Where :

\bar{X} = mean

Σ = sum of

X= raw score

N= number of cases

To measure the students score, the research used standart deviation formula as follows:

2. Standart deviation

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

SD = standard deviation

D = deferences between with t=test and post-test

N= number of pairs

3. Dependent sample T=test

In dependent t-test to measure the score of experimentak and control group

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

T = t-ratio

D = average difference

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

$(\sum D)$ = diffrence score experimantal and control group

N = number of student

CHAPTER IV

DATA ANALYSIS AND FINDING

A. Data Analysis

The data of this study were the results of speaking on descriptive text. The data were divided into two groups, namely experimental group and control group. This study was conducted in three meetings for each group either control or experimental group. Both of groups were given the same essay on test form in speaking on descriptive text in pre test and post test. Hence, the researcher got the score of students' speaking as the data and it can be seen in Appendix IV and Appendix V.

The data were collected by asking the students in conversation as mentioned on the instrument of collecting data. The data of this study were obtained from the results of the pre-test and post-test were from experimental and control group. The analysis is intended to earn the significance difference between experimental groups which teachings by using Fan-N-Pick by card on the students' speaking on descriptive text. The data of pre-test and post-test from two groups are calculated by using t-test formula. Some of students' score as representation in experimental group and control group were be analyzed take from the highest, the middle and the lowest score.

1. Calculating the Data Using Formula

After the researcher assessed students' scores, then they were calculated into formulas to find out Standard Deviation and T-Test to know 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 D W	55	75	c	400
2	A P H	45	85	40	1600
3	A A	55	85	30	900
4	A N	50	80	30	900
5	A R	65	75	10	100
6	B Y P	65	95	30	900
7	C A	45	80	35	1225
8	D T	50	80	30	900
9	D J	45	85	40	1600
10	D A	50	90	40	1600
11	E R H	50	85	35	1225
12	F A	55	95	40	1600
13	F A Z	50	85	35	1225
14	I S	55	90	35	1225
15	Mhd B	50	75	25	625
16	Mhd R	50	85	35	1225
17	M A	40	80	40	1600
18	N F	60	80	20	400
19	N S	45	85	40	1600
20	N A	40	95	55	3025
21	R R	55	85	30	900
22	R K	40	75	35	1225
23	R R	45	75	30	900
24	S	45	85	40	1600
25	S L	50	85	35	1225
26	S N	60	90	30	900
27	S	70	95	25	625
28	T K	70	95	25	625

29	W Y	50	85	35	1225
30	Y Y	50	90	40	1600
	Total	1555	2545	990	34700
	Mean			33	1156.66

From the table above, it can be concluded that the total score of pre-test is 1555 and the mean is 51.83. In post-test, the total score is 2545 and the mean of the score is 84.83. So, the total and mean score in post-test of experimental group is higher than the total and mean score in pre-test of control group, to know score and mean of experimental Group can be seen at diagram below:

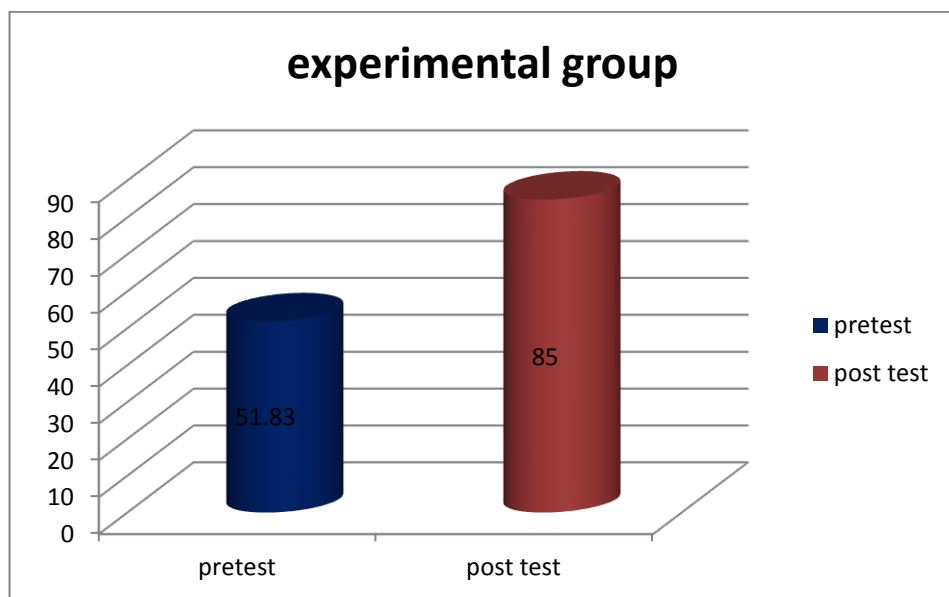


Chart 1. The Result of Students' score in Experimental Group

The researcher analyzed Standard Deviation (SD) to know differences between pre-test and post-test. So, the researcher used formula below:

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

$$\begin{aligned}
&= \sqrt{\frac{34700 - \frac{(990)^2}{30}}{30 - 1}} \\
&= \sqrt{\frac{34700 - \frac{980100}{30}}{29}} \\
&= \sqrt{\frac{34700 - 32670}{29}} \\
&= \sqrt{\frac{2030}{29}} \\
&= \sqrt{70}
\end{aligned}$$

$$SD = 8.36$$

So, standard deviation of experimental group was 8.36. Thus, those values can be used to find out the result of applying t-test formula. It can be seen in the following:

$$\begin{aligned}
T &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
&= \frac{33}{\sqrt{\frac{34700 - \frac{(990)^2}{30}}{30(30-1)}}} \\
&= \frac{33}{\sqrt{\frac{34700 - \frac{980100}{30}}{30(29)}}} \\
&= \frac{33}{\sqrt{\frac{34700 - 32670}{870}}} \\
&= \frac{33}{\sqrt{\frac{2030}{870}}}
\end{aligned}$$

$$= \frac{33}{\sqrt{2.33}}$$

$$= \frac{33}{1.52}$$

$$T = 21.7$$

The result of t-calculation showed that t-test is 21.7 and t-table is 2.00. The t-test is higher than the t-table ($21.7 > 2.00$). It means that using Fan-N-Pick by card significantly affects on students' speaking descriptive text. After know students' scores in experimental group, then the researcher calculated in Standard Deviation and T-Test to know the the students' score in control group, it could be seen in the tables below:

Table 4.2
The Students' Score in Control Group

No	Name of Students	Score		D (X2 - X1)	X ²
		Pre-test	Post-test		
1	A H	45	70	25	625
2	A A	55	60	5	25
3	A AP	45	65	25	625
4	A AM	40	50	10	100
5	A S	55	60	5	25
6	B P	45	55	10	100
7	C N	40	50	10	100
8	D Y	40	50	10	100
9	D C	50	65	15	225
10	D L A	45	50	5	25
11	D A	40	55	15	225
12	D S	40	50	10	100
13	F A P	45	50	5	25
14	H S	65	70	5	25
15	H S	50	55	5	25
16	K D Nst.	45	50	5	25
17	Mhd. Z Y	40	50	10	100
18	Mhd. I Lbs	45	50	5	25
19	Mhd. R	45	70	25	625
20	Mhd. Z	45	60	15	225

21	N A H	40	50	10	100
22	N R	45	55	10	100
23	R S	40	50	10	100
24	R SP	45	50	5	25
25	R N P	50	70	20	400
26	R Y	45	50	5	25
27	S	40	60	20	400
28	S N A	45	65	20	400
29	T D	50	65	15	225
30	W R	50	60	10	100
	Total	1370	1710	345	5225
	Mean			11.5	174.16

From the table above, it can be concluded that the total score of pre-test is 1370 and the mean is 45.66. In post-test, the total score is 1710 and the mean of the score is 57. So, the total and mean score in post-test of experimental group is higher than the total and mean score in pre-test of control group, to know score and mean of Control Group can be seen in the diagram below:

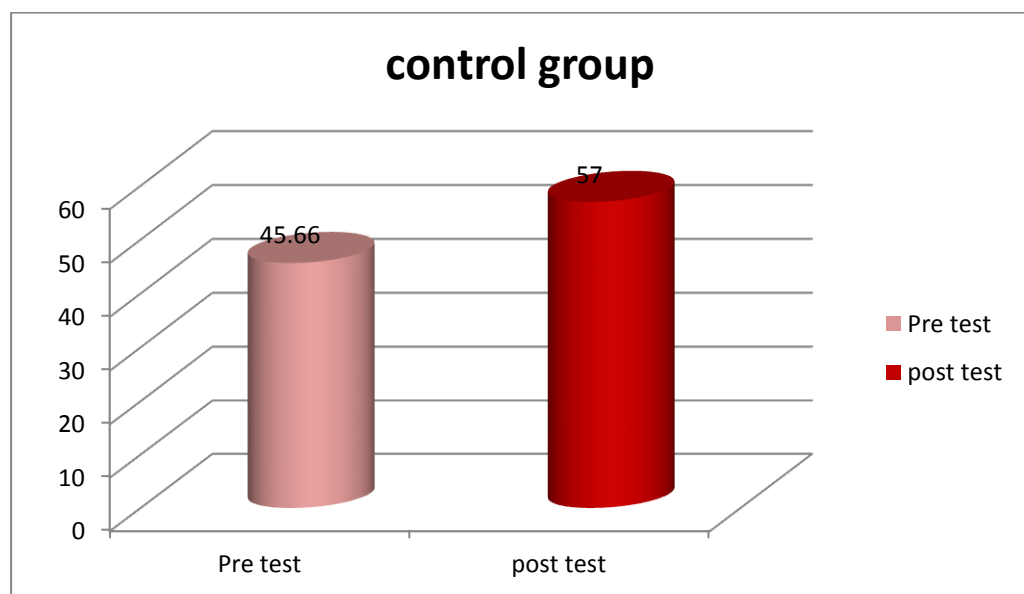


Chart 2. The Result of Control Group

To measure standard deviation in Control Group, so the researcher analyzed the data by using formula as follows :

$$\begin{aligned}
SD &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N - 1}} \\
&= \sqrt{\frac{5225 - \frac{(345)^2}{30}}{30 - 1}} \\
&= \sqrt{\frac{5225 - \frac{(119025)^2}{30}}{29}} \\
&= \sqrt{\frac{5225 - 3967.5}{29}} \\
&= \sqrt{\frac{1257.5}{29}} \\
&= \sqrt{43.36} \\
SD &= 6.58
\end{aligned}$$

So, standard deviation of Control group was 6.38. Thus, those values can be used to find out the result of applying t-test formula. It can be seen in the following:

$$\begin{aligned}
T &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N - 1)}}} \\
T &= \frac{11.5}{\sqrt{\frac{5225 - \frac{(345)^2}{30}}{30(30 - 1)}}} \\
T &= \frac{11.5}{\sqrt{\frac{5225 - \frac{(119025)^2}{30}}{30(29)}}}
\end{aligned}$$

$$\begin{aligned}
T &= \frac{11.5}{\sqrt{\frac{5225 - 3967.5}{870}}} \\
T &= \frac{11.5}{\sqrt{\frac{1257.5}{870}}} \\
T &= \frac{11.5}{\sqrt{1.44}} \\
T &= \frac{11.5}{1.2} \\
&= 9.58
\end{aligned}$$

From analyzed above, it can be concluded that the result of t-test in Control Group was 9.58. It means that the result of Experimental group was higher than the result of t-test in control, namely $21.7 > 9.58$.

2. Testing Hypothesis

In analyzing the hypothesis, it referred to the t-table at the level significant of α 0.05. The testing criterion used for hypothesis result is; If $t\text{-test} > t\text{-table}$, it means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Furthermore, the t-table with the level significance of α 0.05 with the degree of freedom (df) $\rightarrow n-1 = 60-1 = 59$ is 2.00 This means that H_a is this study is accepted since the students' t-test in the Experimental group is 21.7 and the t-table is 2.00. Because the t-test value is higher than the t-table ($21.7 > 2.00$). Therefore, it can be concluded that Fan-N-Pick can improve students' skills in speaking descriptive text.

After applying Fan-N-Pick by card there were improvement in their speaking especially descriptive text. Moreover, the students more enjoyable and

deep understanding in material. Therefore, Fan-N-Pick was suitable in teaching speaking.

B. Research Finding

From the result, it is found that there was significant difference between experimental group and control group. Teaching speaking descriptive text in experimental group by using Fan-N-Pick by card was more effective than teaching speaking descriptive text without using Fan-N-Pick by card. Teaching speaking by using Fan-N-Pick by card is a strategy teambuilding, mastery, thinking, communication in speaking students play a card to respond to question. In addition, Fan-N-Pick by card can make students have fun and enjoyable in learning speaking especially in descriptive text. Meanwhile, conventional method was not effective in teaching speaking because conventional method teacher centered and include the use of lectures and discussions.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There were significant effect of applying Fan-N-Pick by card on the students' achievement in speaking. The result of computation in t-test was 21.7, while the critical value of 0.05 significant level was 2.00. The conclusion from the data analysis is the value of t-test (21.7) is higher than the t-table (2.00). It means that the alternative hypothesis (H_a) is accepted and the teaching by using Fan-N-Pick by card significantly affects on the students' achievement in speaking descriptive text. The students' difficulties in speaking After applying Fan-N-Pick by card were not in their speaking especially descriptive text. Moreover, the students more enjoyable and deep understanding in material. Therefore, Fan-N-Pick by card was suitable in teaching speaking.

B. Suggestion

4. For the research: this research give contribution to the research in helping find out the best method for teaching speaking and get more information from this research.
5. For the students: the result of this suggested to used Fan-N-Pick by card on students' ability in speaking skill.
6. For the teachers: the use of Fan-N-Pick by card on students' ability in speaking skill can make the students' are more enjoyable to improve their ability in speaking skill in front of the class.

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