

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF FAN-N-PICK TECHNIQUE  
ON READING COMPREHENSION OF THE TENTH  
GRADERS AT SMAN 1 PENAWARTAMA TULANG BAWANG**

**By:**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION STUDY PROGRAM**

**STATE ISLAMIC INSTITUTE OF METRO**  
**1446 H / 2025 M**

**THE INFLUENCE OF FAN-N-PICK TECHNIQUE  
ON READING COMPREHENSION OF THE TENTH GRADERS  
AT SMAN 1 PENAWARTAMA TULANG BAWANG**

Presented as a Partial Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Study Program

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1446 H / 2025 M**



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ON READING COMPREHENSION OF THE  
TENTH GRADERS AT SMAN 1 PENAWARTAMA  
TULANG BAWANG

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To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic  
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*Assalamu'alaikum Wr. Wb.*

We have given guidance and enough improvement to research thesis script which is written by:

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Title : ON READING COMPREHENSION OF THE  
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TULANG BAWANG

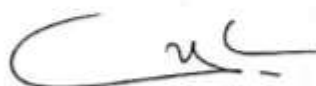
It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb.*

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*Assalamu'alaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh :

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TULANG BAWANG

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

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**RATIFICATION PAGE**

No. ~~6-3852~~ /In.Ta1 /D/Pp-00.2/06/2024

An Article entitled: "THE INFLUNCE OF FAN-N-PICK TECHNIQUE ON READING COMPREHENSION OF THE TENTH GRADERS AT SMAN 1 PENAWARTAMA TULANG BAWANG" written by: Asih Anggraini, student number 2001050002 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, June 05<sup>th</sup>, 2025 at 08.00-10.00 WIB.

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**THE INFLUENCE OF FAN-N-PICK TECHNIQUE  
ON READING COMPREHENSION OF THE TENTH GRADERS  
AT SMAN 1 PENAWARTAMA TULANG BAWANG**

**ABSTRACT**

**By:**

**ASIH ANGGRAINI**

The main objective of this research was to determine the influence of the Fan-N-Pick technique on students' reading comprehension at SMAN 1 Penawartama Tulang Bawang. The research is aimed to know there was a positive and significant influence of the Fan-N-Pick technique on students' reading comprehension.

This research employed a quantitative approach using a pre-experimental design with one group pre-test and post-test. The population of this research was the tenth-grade students of SMAN 1 Penawartama Tulang Bawang, which consisted of 84 students in total. From this population, the researcher took a sample of 32 students from the Science class (IPA). To collect the data, the researcher used tests (pre-test and post-test), observation, and documentation.

The results showed that the significance value (2-tailed) was 0.001. Since this value is less than 0.05, the alternative hypothesis ( $H_a$ ) is accepted, indicating a positive and significant influence of the Fan-N-Pick technique on students' reading comprehension. The t-observed value was 8.473, which is higher than the t-table value at the 5% significance level (2.039) and 1% significance level (2.744). This means that the Fan-N-Pick technique positively impacts students' reading comprehension.

Furthermore, the Fan-N-Pick technique has been found effective in promoting an interactive and stress-free learning environment. Its repetitive nature helps students deepen their understanding, expand vocabulary, and improve analytical skills through collaborative discussions.

**Keywords:** *Fan-N-Pick, Quantitative Research, Reading Comprehension.*

**PENGARUH TEKNIK FAN-N-PICK TERHADAP KEMAMPUAN  
MEMAHAMI MEMBACA SISWA KELAS X DI SMAN 1  
PENAWARTAMA TULANG BAWANG**

**ABSTRAK**

**Oleh:**

**ASIH ANGGRAINI**

Tujuan utama dari penelitian ini adalah untuk mengetahui pengaruh teknik Fan-N-Pick terhadap pemahaman membaca siswa di SMAN 1 Penawartama Tulang Bawang. Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh yang positif dan signifikan dari teknik Fan-N-Pick terhadap pemahaman membaca siswa.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimental, yaitu one group pre-test and post-test. Populasi dalam penelitian ini adalah seluruh siswa kelas X SMAN 1 Penawartama Tulang Bawang yang berjumlah 84 siswa. Dari jumlah tersebut, peneliti mengambil sampel sebanyak 32 siswa dari kelas IPA. Teknik pengumpulan data dilakukan melalui tes (pre-test dan post-test), observasi, dan dokumentasi.

Hasil penelitian menunjukkan bahwa nilai signifikansi (2-tailed) adalah 0,001. Karena nilai ini lebih kecil dari 0,05, maka hipotesis alternatif ( $H_a$ ) diterima, yang berarti terdapat pengaruh yang positif dan signifikan dari teknik Fan-N-Pick terhadap kemampuan memahami membaca siswa. Nilai  $t$  hitung sebesar 8,473, lebih tinggi dari nilai  $t$  tabel pada taraf signifikansi 5% (2,039) dan 1% (2,744). Hal ini menunjukkan bahwa teknik Fan-N-Pick memberikan pengaruh yang nyata terhadap peningkatan kemampuan membaca siswa.

Selain itu, teknik Fan-N-Pick terbukti efektif dalam menciptakan lingkungan belajar yang interaktif dan bebas tekanan. Sifatnya yang repetitif membantu siswa memperdalam pemahaman, memperluas kosakata, dan meningkatkan keterampilan analitis melalui diskusi kolaboratif.

**Keywords:** *Penelitian kuantitatif, Pemahaman Membaca, Teknik Fan-N-Pick.*



### STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in expectation certain parts which are excerpted from the bibliography mentioned.

Metro, Mei 27<sup>th</sup>, 2025

The Researcher



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk pada sumbernya dan disebutkan dalam daftar pustaka.

Metro, 27 Mei 2025

Yang menyatakan,



**ASIH ANGGRAINI**

Students Number: 2001050002

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

*“So, surely with hardship comes ease”*

***(Q.S Al-Insyirah : 5-6)***

*“When the world pushes you to your knees, you’re in the perfect position to pray”*

***- Jalaluddin Rumi -***

## **DEDICATION PAGE**

*This an undergraduate thesis is special dedicated to:*

*My beloved parents Mr. Burhan and Mrs. Robingatun who always support me  
with their endless love*

*My beloved sisters, Vera Mayang Sari, kakak and Qiana who always give me  
motivation and support*

*My beloved alma mater, IAIN Metro, where I have grown academically and  
personally throughout this journey*

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The researcher realizes that many people had given their helps and useful suggestion for the finishing of their undergraduate thesis with the title THE INFLUENCE OF FAN-N-PICK TECHNIQUE ON READING COMPREHENSION OF THE TENTH GRADERS AT SMAN 1 PENAWARTAMA TULANG BAWANG. Without the assistance of them, their undergraduate thesis would never have existed. Therefore, the researcher would like to express her appreciation and sincere thank to:

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3. Dr. Much Deniatur, M.Pd, the Head of English Education Study Program of FTIK IAIN Metro.
4. Aisyah Sunarwan, M.Pd, the Secretary of English Education Study Program of FTIK IAIN Metro.

5. Yeni Suprihatin, M.Pd, my Sponsor who has spent a lot time to give guidance, suggestion, and advice in the accomplishment of their research.
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Metro, June 5<sup>th</sup>, 2025  
The researcher,



**ASIH ANGGRAINI**  
Student Number 2001050002

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

English plays an important role as an international language of politics, commerce, industry and education. Many countries have declared English as an official language, and it has become a language of teaching and learning in higher education. In Indonesia, English is a foreign language which is learned and taught at school from junior high schools to university. It becomes a duty for all of students in Indonesia to learn English in spoken or written form.

Basically, there are two skills in English that must be mastered by students namely receptive and productive skills. Receptive skills are listening (understanding the spoken language) and reading (understanding the written language), while productive skills are speaking and writing<sup>1</sup>. Especially for reading, Reading is a skill to understand the information from the text. Reading is closely related to the comprehension. Comprehension means understanding text: spoken, written, or visual. Comprehension is an active and complex process which: includes the act of simultaneously extracting and constructing meaning from text.

Based on Indonesian Curriculum, reading comprehension is also a crucial thing that should be mastered by the student. Commonly, the students are required to be able answers several questions such as main idea, fact, and

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<sup>1</sup> Nunan, D. *Teaching English to Speakers of Other Languages: An Introduction*. 2nd ed., Routledge, 2015.

vocabulary related to the presented text. The kinds of text depend on the grade of students which presented in syllabus. One of genres which are learned by the tenth graders students in reading according to the current curriculum (Kurikulum 2013) is Analytical exposition.<sup>2</sup> This text is a text that elaborates the writer's opinion on phenomena or issues, without persuading the readers to do something. This text will only persuade the readers that the phenomena or issue, are important/worth it to be discussed by providing the argument or opinions to support the topic. Because analytical exposition text contains the thoughts of the author about things that happen around them, whether objects, events, or places.

However, there are some problems faced by students which affect their low reading scores. The common problems such as the students have difficulty to translate and analyze the information from the text because strange vocabularies, complicated grammar, error translation, and low comprehension.

To identify students' reading comprehension, researchers conducted a pre-survey on June 24, 2024, to identify the reading comprehension level of class XI students at SMAN 1 Penawartama Tulang Bawang, especially in understanding analytical exposition texts according to the 2013 Curriculum. Main idea, understanding supporting facts, recognizing contextual vocabulary, analyzing arguments, and concluding the overall content of the

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<sup>2</sup> Kementerian Pendidikan dan Kebudayaan. *Kurikulum 2013: Kompetensi Dasar SMA/MA*. Kementerian Pendidikan dan Kebudayaan, 2013.

text. Below is the students' test results of reading comprehension at the eleventh graders of SMAN 1 Penawartama Tulang Bawang:

**Table 1**  
**The Results of Students' Reading Comprehension Test**

No	Score	Category	Frequency	Percentage
1	75 – 100	High	6	20 %
2	65 – 74	Fair	10	32 %
3	55 – 64	Low	15	48 %
Total			32	100%

Source: The Results of Students' Reading Comprehension Test that was taken on Pre survey June 24, 2024.

Based on the result of pre-survey above, it can be seen that the student's reading score is still low, there are only 6 from 31 students who passed from 75 in high category and 25 students who failed from 75 as the Minimum Mastery Criteria (MMC) in fair and low category. Actually, most all the students have been learned basic grammar and memorizing sufficient vocabularies. However, they still have low score in reading.

The main problems faced by students during the pre-survey were difficulties in making summaries, finding main topics, applying reading comprehension tactics, and analyzing word structures, so they were unable to understand the meaning of the text as a whole.

The problems above have to be a concern for English teacher or researcher to find an appropriate solution by applying an appropriate

technique in teaching reading. Therefore, the researcher tries to apply Fan-N-Pick Technique to solve the problems above and to increase the student's reading comprehension.

Based on situation above the writer will conduct research entitled: "THE INFLUENCE OF FAN-N-PICK TECHNIQUE ON READING COMPREHENSION OF THE TENTH GRADERS AT SMAN 1 PENAWARTAMA TULANG BAWANG".

## **B. Problem Identification**

Based on the background of study above, the researcher identifies some problems:

1. The students have trouble understanding the story's main idea.
2. The students have lack predicting about the topic.
3. The students have less understanding about strategies of reading comprehension.
4. The students have difficulties in analyzing the word structure, so they do not grasp the word meaning.
5. The students have a low score in reading comprehension.

## **C. Problem Limitation**

In line with the problem identified, the researcher limits the research problems by focusing on low reading comprehension. The reading comprehension genre focused here is analytical exposition. In this case, the researcher responded to this problem by planning to conduct quantitative research using experimental research by applying the Fan-N-Pick technique.



#### **D. Problem Question**

In this research, the researcher formulates the problem namely “Is there any positive and significant influence of Fan-N-Pick technique on reading comprehension of the tenth graders at SMAN 1 Penawartama Tulang Bawang?”

#### **E. Objectives and Benefit of Study**

##### **1. Objectives of the Study**

Related to the problem formulated above, this research is intended to know whether there is a positive and significant influence of the Fan-N-Pick Technique on reading comprehension at the tenth graders of SMAN 1 Penawartama Tulang Bawang.

##### **2. Benefits of Study**

The benefits of this research can be organized as follows:

###### **a. Theoretical Benefits**

The result of the research paper can be useful input English teaching learning process for teaching reading using Fan-N-Pick Technique.

###### **b. Practical Benefits**

There are three kinds of practical benefit in this research namely:

###### **1) For the English teacher**

This research will be as a positive input for the teacher in teaching and learning process, especially in teaching reading that can use Fan-N-Pick Technique.

## 2) For the Students

The use of Fan-N-Pick Technique can solve the students' problem and motivate them in mastering reading.

## 3) For the Headmaster

This result can be a positive motivation for the headmaster to always increase the quality of education in the school by upgrading teacher's ability in teaching and learning process.

## F. Prior Research

The first prior study is from Sesilia, et.al. entitled "The Effectiveness of 3-2-1 Strategy in Teaching Reading Comprehension on Narrative Text".<sup>3</sup> The aim of this research was to find out the effectiveness of 3-2-1 strategy in teaching reading comprehension on narrative text to the tenth-grade students of SMA Santo Fransiskus Asisi Pontianak in the Academic Year of 2014/2015.

The research method was pre-experimental research with one group of pretest and posttest design and the sample was clas X B which consists of 30 students. The research found that 3-2-1 strategy was effective in teaching reading comprehension on narrative text to the tenth-grade students of SMA Santo Fransiskus Asisi Pontianak. It is based on the data calculation that the degree of the effectiveness was 1, 01 and it was categorized as high. In conclusion, the effectiveness of 3-2-1 strategy in teaching reading comprehension on narrative text to the tenth-grade students of SMA Santo

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<sup>3</sup> Sesilia, et al. "The Effectiveness of 3-2-1 Strategy in Teaching Reading Comprehension on Narrative Text." *Journal of Language Teaching and Research*, vol. 11, no. 2 (2020): 120-128.

fransiskus Asisi pontianak in the Academic Year of 2014/2015 can be categorized as high.

The second previous study is Saragih, et. al. entitled “The Effect of Using Shared Reading Strategy on Reading Comprehension Ability of Grade Ten Students of SMA Negeri 1 Siantar on Narrative Text”.<sup>4</sup> The purpose of the research is to find out whether there is a significant effect of using shared reading strategy towards reading comprehension ability of tenth grade students of SMA Negeri 1 Siantar on narrative next. Their research applied quantitative research of with quasi-experimental method. Based on the research data, the researchers found the mean score in experimental class from pre-test to post-test are 55.83 and 76.33. The mean score in control class from pre-test to posttest are 59.33 and 69. The statistical data hypothesis testing findings sample t-test indicated, at the level of significance of 5% ( $=0,05$ ), that the t-test was 2,2 whereas t-table was 1,672 or  $t\text{-test} > t\text{-table}$ . It can be concluded that the value of t-test was higher than the value of t-table. Therefore, the Alternative Hypothesis (H1) was accepted. It means that there is a significant effect of using shared reading towards reading comprehension ability of tenth grade students of SMA Negeri 1 Siantar on narrative next.

Based on the previous studies above, there are similarities and differences with this research. Both studies above conducted quantitative research to investigate the effectiveness of 3-2-1 and shared reading strategies toward the students’ reading comprehension. Similar with this research which

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<sup>4</sup> Saragih, et. al. "The Effect of Using Shared Reading Strategy on Reading Comprehension Ability of Grade Ten Students of SMA Negeri 1 Siantar on Narrative Text." *Jurnal Pendidikan Tambusai* 7, no. 3 (2023): 264-265.

aims to conduct quantitative study and discuss about reading comprehension.

However, the researcher will apply Fan-N-Pick Technique in this research.

The researcher evaluates the novelty of their research by applying the Fan-N-Pick Technique in this research and investigating the effect of this technique on students' reading skills. The sample for this research was class X students of SMAN 1 Penawartama Tulang Bawang.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Reading Comprehension

##### 1. The Nature of Reading Comprehension

###### a. Definition of Reading

Reading is both a cognitive and a sociocultural process.<sup>5</sup> Reading is a skill that can be trained. Reading basically uses a reading structure that starts with the title first, then the first paragraph, then the content, and then the end. Mastering reading skills is very important because by reading, students will get new, wider information, knowledge, and insights.<sup>6</sup>

Some people can conclude just by reading the title, but their method is not effective. In order for us to read and gain new knowledge, reading must follow a structure. Reading is also a highly imaginative skill. When people read, the brain works to visualize what they are reading.

Reading can usually be done aloud or spoken slowly and heartily. Reading, therefore, is the process of pronouncing the Bible through texts with the aim of recognizing the content and meaning of the text. Reading

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<sup>5</sup> Burns, Anne and Joseph Siegel. *International Perspectives On Teaching The F Skills In Elt Listening, Speaking, Reading, Writing*, School of Languages and Social Sciences Birmingham,UK. Pg 7. 2018.

<sup>6</sup> Linda Septiyana, Widhiya Ninsiana, Eka Yuniasih and Farida Nur Laily. *Development of Islamic Text Based Reading Materials with a Genre Based Approach*, Institut Agama Islam NegeriMetro, Volume 10, Number 2, Pg 170 December 2022.

instruction is viewed as a linear, systematic process with letter sounds taught first (phonemic awareness), followed by letter-sound correspondence (phonics), and then syllables, words, sentences, and so on. People need to pay attention to the structure of the sentences in order to facilitate their comprehension.

Reading is a behavior that is often carried out by humans. An important point to understand in reading is that reading can have other important effects, such as academic success and social-emotional success. Reading means not only knowing something but also understanding something related to what readers read.<sup>7</sup> Reading is composed of three separate components. Reading comprehension, the purpose of reading, depends on:

- 1.) Quickly recognize words in the text.
- 2.) Understand the language in the text, and
- 3.) Apply strategies to achieve reading goals for what reading.<sup>8</sup>

Furthermore, it is concluded that reading consists of three separate components. That is, reading is also a skill that everyone needs to practice and process, which means that reading is also an important skill. This are many benefits that reading brings us.

Reading is essential in today's society, and teaching children to become proficient readers is one of the main goals of primary education.

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<sup>7</sup> Marleen F. Westerveld, Rebecca M. Armstrong, Georgina M. Barton, *Reading Success in the Primary Years\_ An Evidence-Based Interdisciplinary Approach to Guide Assessment and Intervention*, Company Springer Nature Singapore. 2020. Chapter 1.p.g 2.

<sup>8</sup> McKenna, Michael and Stahl, Katheirina A. Dougherty, *Assessment for Reading Instruction*, New York. 2015.p.g 22.

Although it looks easy at first glance, it is actually difficult to read. Reading is considered very important in education because education certainly involves knowledge, and knowledge can be obtained through reading. This is also a slogan, "Reading opens a window to the world." They once again emphasize that reading is a very important skill.

### **b. Definition of Reading Comprehension**

According to Brown, reading comprehension primarily a matter of developing appropriate, efficient comprehension strategies<sup>9</sup>.

Comprehension is a cognitive process we must move beyond teaching discrete skills to creating problem-solving conditions that will prompt learners to process information at deeper levels. Comprehension is also a constructive process, personalized by the ideas and thoughts of the individual reader.

Reading comprehension is an important skill in enhancing the development of students' various academic tasks<sup>10</sup>. Because the activities in it include decoding text, analyzing, explaining, and then expressing ideas.

Furthermore, Jannette defines that reading comprehension involves much more than readers responses to text. Next her state that reading comprehension is multi component, highly complex process that involves many interactions between readers and what they bring to the text

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<sup>9</sup> H. Douglas Brown, *Teaching by Principle and Interactive Approach to Language Pedagogy*, (San Francisco: State University, 2001), p. 306.

<sup>10</sup> Abbas Pourhosein G. Narjes Banou S. A, Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for *Improvement*, (International Journal of English Linguistics; Vol. 6, No. 5; 2016) p.180

(previous knowledge, strategy use) as well as variables related to the text itself <sup>11</sup>.

### **c. Conclusion of Reading comprehension**

Reading comprehension is the ability to understand while reading. A good reading should follow the structure, and a good structure should start from top to bottom. Its meaning begins with the reading of the title and ends with the conclusion of the last sentence of the reading. But it's not just about reading; readers can also imagine and read to gain important new knowledge. Reading also helps improve thinking skills. Reading is a skill that can open a window to the world. They prove that reading is one of the most important things in the world of education

## **2. Types of Reading**

Reading is an essential skill that involves decoding and comprehending written text. It serves various purposes, from acquiring knowledge to entertainment. Different types of reading approaches are used based on objectives, contexts, and reader preferences. These approaches help individuals process information effectively, whether for detailed understanding or quick scanning.

Reading can be categorized into two types:

### **a. Extensive Reading**

Extensive reading is a reading approach that emphasizes reading large quantities of material for general understanding and enjoyment

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<sup>11</sup> Janette K. Klinger, Sharo Vaogis and Allison Brandman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (USA : The Guilford Press, 2007), p. 8



rather than focusing on every detail. It is often used to build fluency, improve vocabulary, and enhance overall comprehension skills. This type of reading encourages learners to engage with texts that match their interests and language levels, promoting motivation and confidence in language acquisition.<sup>12</sup>

Brown makes it clear that thorough reading is done to achieve a comprehensive understanding of a typically rather lengthy reading material (book, long article, or expositions, and so forth). For the sake of fun and overall language growth, instructors encourage students to choose what they enjoy reading for themselves.<sup>13</sup>

Some relate it with the amount of material while others use it to denote "skimming and scanning operations." Krashen's intelligible input hypothesis may or may not "promote intake" in SL learners, according to Hedge, because "Exactly how a learner uses the provided input is impossible to predict". Hedge outlines the benefits of frequent use as follows:

Learners can improve their language skills, advance in their reading comprehension, increase their level of independence in their academic pursuits, gain cultural information, and increase their confidence and desire to keep studying.

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<sup>12</sup> Day, Richard R., and Julian Bamford. *Extensive Reading in the Second Language Classroom: Theory and Practice*. Cambridge: Cambridge University Press, 2020.

<sup>13</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. (USA : Longaman, 2003) p. 313

## **b. Intensive Reading**

According to Brown, intensive reading is frequently a study hall-scheduled activity in which students concentrate on the phonetics or semantic details of a segment. In-depth reading helps students understand strict importance by highlighting the linguistic patterns, discourse indicators, and other surface structural nuances.<sup>14</sup>

In intensive (or creative) reading, students often read a page to investigate the meaning and become familiar with the writing technique. According to Hedge, students can only obtain significant practice using these skills more independently on a variety of subjects "via greater in-depth reading. In intensive reading exercises, students are typically exposed to brief texts that are designed to illustrate particular lexical, syntactic, or discursive systems, among other things."<sup>15</sup>

Concluding the theories above, there are two categories of reading comprehension: extensive reading and intensive reading. Each type has its own systems and ways.

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<sup>14</sup>Ibid., p.312

<sup>15</sup> Thomas S. C. Farrel, *A Strategic Approach to Teaching Reading*, (Singapore: National Institute of Education, 2002), Page.142

### 3. The Strategies for Reading Comprehension

There are some strategies for reading comprehension, such as:<sup>16</sup>

#### a. Identify the purpose in reading.

Efficient reading consists of clearly identifying the purpose in reading something.

#### b. Use graphemic rules and patterns to aid in bottom-up decoding.

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have come acquainted with oral language and have some difficulty learning English spelling conventions.

#### c. Use efficient silent reading techniques for relatively rapid comprehension.

Intermediate to advance level student don't need be speed readers, but they must increase efficiency, the teacher can help by teaching a few silent reading rules.

Intermediate to advance level student don't need be speed readers, but they must increase efficiency, the teacher can help by teaching a few silent reading rules.

#### d. Skim the text

Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives

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<sup>16</sup>H. Douglas Brown, *Teaching by Principle and Interactive Approach to Language Pedagogy*, (San Francisco: State University, 2001), p. 306.

readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading.

#### 4. Reading Assessment

##### a. Definition of Reading Assessment

The purpose of these informal reading assessments is for teachers to examine the graphophonic, semantic, and syntactic clues the reader uses. The teacher calculates what type of errors or miscues the reader most often makes.<sup>17</sup>

Reading questions cover Basic Information skills, Inferencing skills, and Reading-to-learn skills. These are ten questions types<sup>18</sup> When determining the purpose of reading; several questions must be asked to achieve the objectives derived from the reading.

##### b. Aspects of Reading Assessment

The table below presents indicators of reading, providing a visual representation of aspects related to reading assessment:<sup>19</sup>

**Table 2**  
**Indicator of Reading**

No.	Indicator
1	Main idea (Topic).
2	Expression/idioms/phrases in context.

<sup>17</sup> Devries, A. Beverly, “*Literacy Assessment & Intervention For Classroom Teachers*”, (Southeirn Nazarene University London. 2015).

<sup>18</sup> McGraw Hill, *The Official Guide To The Toefl Ibt Test*, (United States of America. 2021).

<sup>19</sup> H. Douglas Brown, *Language Assessment Principles an Classroom Practices*, (San Francisco State University, 2004), p.206

No.	Indicator
3	Inference (implied detail).
4	Grammatical features.
5	Detail (scanning for a specifically stated detail).
6	Excluding facts not written (unstated details).
7	Supporting idea(s).
8	Vocabulary in context.

Based on the indicator above, it can be concluded that reading comprehension is a process of deep interaction between reader and author to communicate successfully in gaining what the author means on the text. The successfully communication between the authors and readers can be measures through the indicators above.

### c. The Rubric of Scoring Reading Comprehension

The Rubric of Scoring Reading Comprehension according to Brown, as follows<sup>20</sup>:

**Table 3**  
**The Rubric of Scoring Reading Comprehension**

No	Score	Criteria
1	90-100	Excellent: topics, purpose, main ideas and type of the text, vocabulary and details information from the text accurate, all connected to each other and to task sufficient to support.
2	70-89	Good: topics, purpose, main ideas and type of the text, vocabulary and details information from the text accurate, all connected to each other and to task sufficient to support.
3	50-69	Average: topics, purpose, main ideas and ype of the text, vocabulary and details information from the text accurate, all

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<sup>20</sup> H. Douglas Brown in *Students' Attitude On Reading Classroom* (Jurnal Ilmiah Wahana Pendidikan) Vol 6, No 4, Desember 2020. P.852

No	Score	Criteria
		connected to each other and to task sufficient to support.
4	30-49	Poor: topics, purpose, main ideas and type of the text, vocabulary and details information from the text accurate, all connected to each other and to task sufficient to support.

## 5. The Concept of Exposition Text

A genre can be defined as a culturally specific text type which result in from using language to accomplish something. One of the genres is analytical exposition. In analytical Exposition text, there are definition, component, and example of the text that will be explained.

### a. Definition of Hortatory Exposition Text

Priyana, Riandi, Mumpuni state that the hortatory exposition text is a text to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of argumentation.<sup>21</sup>

### b. Definition of Analytical Exposition Text

There are two experts that give similar description of analytical exposition. Djuharie defined analytical exposition as argumentative text because researcher providing readers or listeners with point of view, ideas, or thoughts of a topic or issue or problem needs to get attention or explanation with no appeared efforts to persuade readers.<sup>22</sup>

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<sup>21</sup> Priyani, J, Riandim and Mumpuni, *“Interlanguage: English for senior high school students XI science and social study programme: SMA/MA Kelas XI IPA/IPS”* (Jakarta, ID: Pusat Perbukuan, Department Pendidikan Nasional, 2010) page. 95

<sup>22</sup> O.S. Djuharie, *“Genre”* (Bandung: Yrama Widhya. 2007) P.31

In additional, Siahaan and Shinoda argued that analytical exposition is a genre of text which aims to expose the reality to the readers or listeners so that they will believe that it is the fact.<sup>23</sup> Based on the definitions, analytical exposition is a kind of text presenting ideas and arguments in order to convince readers that something is the truth or reality.

### c. Generic Structure of Analytical Exposition Text

There is some generic structure of analytical Exposition text, there are:

- 1) Thesis: In section thesis, the researcher introduces the topic or main idea that are discussed. Thesis has always been in the first paragraph in the text of Analytical Exposition.
- 2) Argument: the topic discussed by the researcher is a very important topic or need attention, in this section the researcher presents the arguments or the opinions that support the idea of the researcher, usually in a text. Analytical Exposition have than more two arguments. The more arguments appear more confidents readers that.
- 3) Reiteration: This section covers Analytical Exposition of a text is always located at the end of the paragraph. Reiteration is also commonly called the conclusion. Restatement of researcher's position.<sup>24</sup>

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<sup>23</sup> Siahaan,S and Shinoda K, "*Generic Text Structure 1*" (Yogyakarta: Graha Ilmu. 2008) P.51

<sup>24</sup>*Ibid*, 51

#### d. The Example of Analytical Exposition Text

Below is the example of Analytical Exposition text followed by its generic structure:

**Table 4**  
**The Example of Analytical Exposition**

Title	Laptop as Student's Friend
Thesis	Conventionally, students need book, pen, eraser, drawing book, ruler, and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need more mobile keyboards to record every presented subject easily. Of course, it will need more cost, but it will deserve for its function.
Argument I	First, modern school tends to apply fast transferring knowledge because the school need to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently, students need extra media cover the subject. Since there is a laptop on every student's desk, this method will help to get better understanding.
Argument II	Secondly, finding an appropriate laptop is not difficult as it was. Recently, there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, device which computer or laptop they need, and then complete the transaction. This is really easy and saves time and money.
Reiteration	From all that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provides several laptop types. Students just need to decide which type they really need.



## B. The Concept of Fan-N-Pick Technique

### 1. Definition of Fan-N-Pick Technique

Fan-N-Pick is one of cooperative learning technique which is developed by Kagan. This technique uses role assignment to ensure equal participation. In Fan-N-Pick, one student fans the question cards, the next picks and reads, the third answers, and the fourth paraphrases and praises. After each round, the role cards are rotated so each student gets a new role, not only does each participate approximately equally, each fills each role approximately equally.<sup>25</sup> Furthermore, Fan-N-Pick is a learning technique using question cards as the learning media. It 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.<sup>26</sup> In addition, it can be used to conclude the lesson, we have teams play Fan-N-Pick using higher-level thinking questions about the story.<sup>27</sup>

Based on the theories above, it can be concluded that Fan-N-Pick is a learning technique which divides students into some groups. One group consists of 4 students. Each student has a role and duty equally. The first student holds the question cards like fan-shape, the second student choose

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<sup>25</sup>Spencer Kagan, *Kagan Cooperative learning*, (San Clemente: Kagan publishing, 2009), page 12.18

<sup>26</sup> Petrus Logo Radja, et.al, "The Implementation of Talking Chips and Fan-N-Pick Cooperative Learning Model to Improve Students' Motivation and Learning Outcomes", *International Journal of Humanities and Social Science Invention*, Volume 6 Issue 5, May. 2017, p.16

<sup>27</sup> Kagan, Spencer. *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing, 2009, p. 14.13

the card, read the question aloud, the third student answer the question, the fourth student respond the answer. It can be useful for teaching and learning reading comprehension.

## **2. The Procedure of Fan-N-Pick Technique**

According to Kagan, the procedure of Fan-N-Pick Technique can be elaborated as follows:

- a. Divide students into some groups. One group consists of 4 students.
- b. Each team receives a set of question cards.
- c. Student 1: holds question cards in a fan and says, "Pick a card, any card!"
- d. Student 2: picks a card, reads the question aloud, and allows five seconds of think time.
- e. Student 3: answers the question.
- f. Student 4: responds to the answer.<sup>28</sup>

## **3. Advantages and Disadvantages of Fan-N-Pick Technique**

There are some advantages of Fan-N-Pick Technique which can be explained as follows:

- a. Fan-N-Pick has function to form group, skills in socializing, and build students understanding and thinking capability.
- b. Through the application of Fan-N-Pick, it can give opportunity students to exchange information, gaining new knowledge and teaching

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<sup>28</sup> Ibid., p.6.25

something to the others so the students are better in understanding the subject.<sup>29</sup>

- c. It can create attractive, creative, and dynamic learning interactions among teacher and students.
- d. Students become more serious and motivated to learn English. Therefore, it will further improve the quality of students.

Besides, there are also some disadvantages of Fan-N-Pick Technique which can be mentioned as follows:

- a. The implementation of Fan-N-Pick Technique in teaching will spend much time.
- b. This technique will need full concentration of the teacher and students because it has a little complicated procedure and preparation.
- c. The class will be noisier.

#### **4. The Teaching Procedure of Reading Comprehension by Applying Fan-N-Pick Technique**

- a. Teacher explains the material about reading comprehension analytical exposition text.
- b. Teacher presents the example of one text, several questions related to the text, and the appropriate ways to answers those questions.
- c. Teacher divides students in some groups. One group consists of 4 students.

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<sup>29</sup> Petrus Logo Radja, et.al, *The Implementation of Talking Chips and Fan-N-Pick Cooperative Learning Model to Improve Students' Motivation and Learning Outcomes*. International Journal of Humanities and Social Science Invention. Volume 6 Issue 5. May. 2017

- d. Teacher distributes one set of question cards for each group.
- e. Teacher introduces and explains the procedures to apply Fan-N-Pick Technique. Every member of group has to participate fully in their group.
- g. All groups apply Fan-N-Pick Technique commanded by the teacher. In each group, Student 1: holds question cards in a fan and says, "Pick a card, any card! Student 2: picks a card, reads the question aloud, and allows five seconds of think time. Student 3: answers the question. Student 4: responds to the answer (give a corrections, comments, and appreciations). The students in group take turn switch roles in several time.
- f. All groups submit their team project. Then, teacher and students correct and discuss the answers of each group.
- g. The group which has minimum mistake in their answer gets the reward from the teacher.

### **C. Theoretical Framework and Paradigm**

#### **1. Theoretical Framework**

They are two of the variables in this research. They consist of a dependent variable (Y) and an independent variable (X). Reading comprehension is the dependent variable (Y) and Intelligent Guessing Strategies is the independent variable (X).

Reading is also one of fundamental skills should be mastered by the students. However, there some problem found in reading comprehension. The problems such as the students have difficulty to

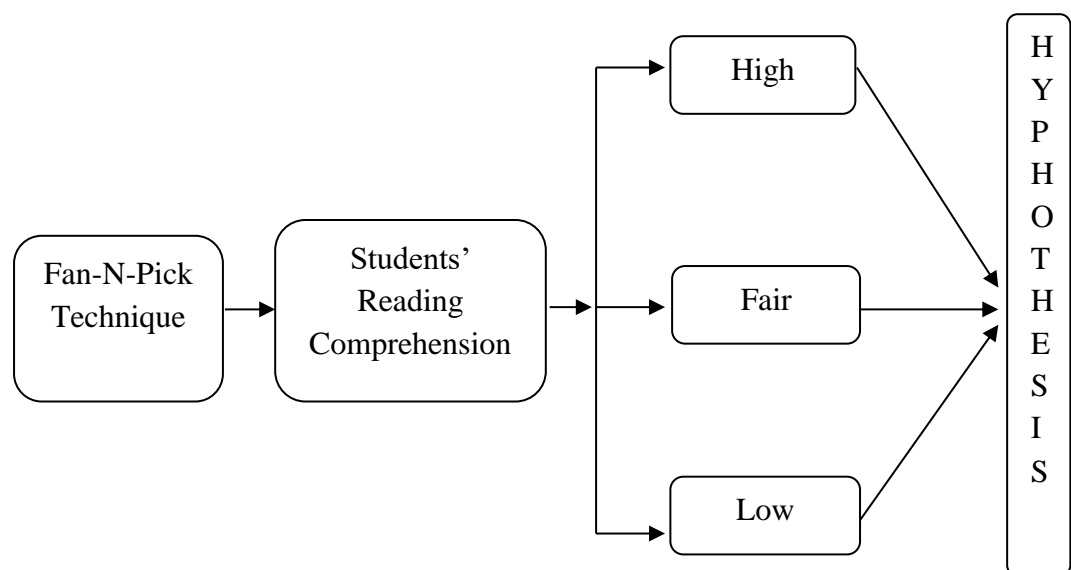
translate and analyze the information from the text because strange vocabularies, complicated grammar, error translation, and low comprehension. Therefore, an appropriate technique is required in teaching reading comprehension.

Fan-N-Pick Technique assumed can solve the students low reading comprehension. This cooperative learning technique can give opportunity to the students work and learn each other in groups. So, all students can build and develop their social skills, knowledge, and comprehension. Moreover, it create attractive and interactive learning activities which can make students become more motivated in learning reading comprehension.

## 2. Paradigm

The variables' correlation pattern under study is known as a paradigm. In addition, the researcher stated the paradigm as follows:

**Figure 1**  
**The Scheme of Paradigm**



Based on the figure above, it can be seen that if the Fan-N-Pick Technique is high and students' reading comprehension is high, so there is a positive and significant influence of using Fan-N-Pick Technique on the students' reading comprehension. Conversely, the Fan-N-Pick Technique is low and students' reading comprehension is low, so there is no a positive and significant influence of using Fan-N-Pick Technique on the students' reading comprehension.

#### **D. Hypothesis**

##### **1. Hypotheses Formulation**

The research hypothesis are the hypotheses developed from observation, the related literature, and/or the theory described in the study. A research hypothesis states the relationship one expects to find as a result of the research.<sup>30</sup> It may be a statement about the expected relationship or the expected difference between the variables in the study.

Cresswell explains that hypothesis is prediction the researcher makes about the expected relationship among variables in quantitative research.<sup>31</sup> There are two kinds of hypotheses, such as alternative and null hypothesis.

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<sup>30</sup> Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cengage Learning, 2010), 8th Edition, p. 91

<sup>31</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), P. 132

Based on assumption above, hypothesis for this research can be formulated as follows:

a. Alternative Hypothesis (Ha)

There is a positive and significant influence of Fan-N-Pick Technique on reading comprehension of tenth graders at SMAN 1 Penawartama Tulang Bawang.

b. Null Hypothesis (Ho)

There is no a positive and significant influence of Fan-N-Pick Technique on reading comprehension of tenth graders at SMAN 1 Penawartama Tulang Bawang.

## 2. Statistical Hypothesis

Related to the concept of statistical hypothesis, Yogesh explains that “A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non- directional form of hypothesis”.<sup>32</sup> This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

- a. If  $t_{\text{observed}} > t_{\text{table}}$ , So  $H_a$  is accepted and  $H_o$  is rejected.
- b. If  $t_{\text{observed}} < t_{\text{table}}$ , So  $H_a$  is rejected and  $H_o$  is accepted.

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<sup>32</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this research the researcher uses a quantitative design to investigate whether there is any a positive and significant influence of using Fan-N-Pick Technique on the students' reading comprehension

Furthermore, Donal Ary mentioned that there are three kinds of experimental design namely pre-experimental, true experimental, and quasi experimental.<sup>1</sup> Quasi-experimental designs lack randomization but employ other strategies to provide some control over extraneous variables. They are used, for instance, when intact classrooms are used as the experimental and control groups. Thus, true experimental designs have the greatest internal validity, quasi-experimental designs have somewhat less internal validity, and the pre-experimental designs have the least internal validity.

In this research, the researcher conducts pre-experimental with One-Group Pretest–Posttest design that uses one class namely X IPA 1 that receives pre-test before the treatment and post-test after the treatment. The design is follows<sup>2</sup>:

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<sup>1</sup>Donald Ary, *Introduction to Research In Education*, (USA: Wadsworth, Cengage Learning, 2010), p.302

<sup>2</sup>*Ibid.* p.304



**Table 5**  
**One-Group Pretest–Posttest Design**

Pre-Test	Independent	Post-Test
$Y_1$	X	$Y_2$

The purpose of this research is to investigate whether there is a positive and significant influence of using Fan-N-Pick Technique on the students' reading comprehension. Firstly, the writer conducts the pre-test in the first meeting to measure the students' reading comprehension. Secondly, the writer conducts a treatment using Fan-N-Pick Technique in teaching reading comprehension. Thirdly, the researcher conducts the post-test in the end of meeting to measure the student's reading comprehension after the treatment is given. Finally, the researcher analyze the data of students' pre-test and post-test score to investigate whether there is any positive and significant influence of Fan-N-Pick Technique on reading comprehension of tenth graders at SMAN 1 Penawartama Tulang Bawang.

## **B. Population, Sample and Sampling Technique**

### **1. Population**

Donal Ary assumes that “a population is all members of any well-defined class of people, events, or objects”.<sup>3</sup> Meanwhile, Jack R. Fraenkel explains that the term *population* refers to all the members of a particular group. It is the interesting group that is to be generalized by researcher in

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<sup>3</sup>*Ibid.* p.148

the result of study.<sup>4</sup> It means that population is all members of group such as people, objects, or events that is determined in a research.

In this research, the population is all of tenth graders of SMAN 1 Penawartama Tulang Bawang. There are 84 students at tenth graders of SMAN 1 Penawartama.

## 2. Sample

A sample is small group that is observed or portion of a population.<sup>5</sup> A sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.<sup>6</sup>

It can be concluded that sample is the small group of elements or individual part of population that is observed. Related to sample discussion, the samples of this research is the students at the tenth graders which consist of four classes. The researcher takes one classes namely X IPA 1 consists of 32 students at the tenth grader of SMAN 1 Penawartama Tulang Bawang as a sample.

## 3. Sampling Technique

Sampling refers to the process of selecting the individuals who will participate in a research study.<sup>7</sup> In this research, the researcher uses a cluster purposive sampling technique as a sampling technique which based

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<sup>4</sup> Jack Fraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), 7th Edition, p.105

<sup>5</sup> Donald Ary, *Introduction to Research In Education*, (USA: Wadsworth, Cengage Learning, 2010), p.148

<sup>6</sup> Fraenkel, *How to Design*, p. 105

<sup>7</sup> *Ibid.*

on previous knowledge of a population and the specific purpose of the research. The researcher chooses X IPA 1 as experimental class because their low score in reading comprehension.

### C. Operational Definition of Variables

An operational definition ascribes meaning to a construct by specifying operations that researchers must perform to measure or manipulate the construct.<sup>8</sup> In quantitative research, operational definitions are used to specify how variables will be measured in the study. By using operational definitions, researcher can proceed with investigations that might not otherwise be possible. There are two kinds of variables, namely:

#### 1. Independent Variable

Independent variables are those that (probably) cause, influence or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variable.<sup>9</sup> Independent variable in this research is Fan-N-Pick Technique.

The researcher will measure independent variable by using observation. Some indicators that should be attained by students in Fan-N-Pick Technique (independent variable) are as follows:

- a. The students are able to apply Fan-N-Pick Technique in Reading Comprehension.

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<sup>8</sup> Donald Ary, *Introduction to Research In Education*, (USA: Wadsworth, Cengage Learning, 2010), p.36

<sup>9</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 50

- b. The students are able to answer, correct, and response all reading questions in Fan-N-Pick Questions Cards.
- c. The students are able to do their duty, participate fully, and learning each other in a group.

## 2. Dependent Variable

Actually, the treatment is the independent variable and the outcome is the dependent variable.<sup>10</sup> It means that dependent variable is the outcomes or result of the influence of the independent variables.

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is reading comprehension that can be defined as the students' ability to identify the information from the text such as; main idea, topic, etc. To measure students reading comprehension, the researcher gives written test to the students. The questions of the test composed based on the indicators of reading comprehension. The indicators of dependent variable are:

- a. Students can find some detailed information (specific information).
- b. Students can find information explicit (reference) and implicit (inference).
- c. Students can find interpret words, phrases or sentences in the text.

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<sup>10</sup> Donald Ary, *Introduction to Research In Education*, (USA: Wadsworth, Cengage Learning, 2010), p. 37

## D. Data Collecting Method

### 1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Moreover, Anderson with Arsenault decided that “instrument includes test and questionnaire, observation schedule and any other tool used to collect data”.<sup>11</sup>

Whereas, this research is experimental research which applies pre-test and post-test group design. So, the researcher uses test as data collection method to measure dependent variable. The researcher will use written test as a data collecting method to measure students’ reading comprehension. Researchers asked students to answer multiple choice questions based on analytical exposition texts that present arguments or logical explanations about a topic. After students have finished answering, the teacher evaluates their answers to determine grades before and after learning activities (pre-test and post-test). Pre-test scores are taken before students learn new material or strategies, while post-test scores are taken after. The difference between these two scores helps measure a student's improvement in reading comprehension.

#### a) Pre-test

The pre-test will be held in the first meeting before doing treatment in order to know the students’ reading comprehension before doing the action research.

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<sup>11</sup> Gary Anderson and Nancy Arsenault, *Fundamental of Education Research*, (USA: Falmer Press, 2005), p. 94

b) Post-test

The post-test will be held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the class or is there any significant different between the pre-test score before a treatment and post test score after treatment is given.

2. Documentation

Arikunto explains that documentation is a method that is used to find data about things or variables in the form of notes, transcripts, books, newspapers , magazines , inscriptions , time allocations, agenda, etc.<sup>12</sup>

The researcher uses this method to get the data about the history of school, the conditions of teachers and official employees, the quantity of students, and the organization structures of SMAN 1 Penawartama Tulang Bawang.

## **E. Research Instrument**

In order to know students' reading comprehension, the researcher held the pretest and posttest by asking the students to answer multiple choice questions of reading comprehension test. The questions are composed based on indicators of reading comprehension and contains analytical exposition text. The multiple-choice questions consist of 20 questions. The higher score was 80-100 and the lower score was 40-55.

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<sup>12</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 274

**Table 6**  
**Instrument of Reading Comprehension Test<sup>13</sup>**

No	Indicators	Numbers of Items (Pre-test)	Numbers of Items (Post-test)	Total
1	Main idea	6	1	20
		16	6	
		18	17	
2	Expression/ Idioms/ Phrases in context	8	4	
			8	
3	Inference (Implied detail)	1	2	
		5	3	
		12		
4	Grammatical Features	9	5	
		13	10	
		14	14	
		15	15	
5	Detail (scanning for a specifically stated detail)	2	12	
		4	18	
		7		
		20		
6	Excluding facts not written	11	7	
			13	
			19	
7	Supporting idea(s)	10	9	
		17		
8	Vocabulary	3	11	
			20	
9	Reference	19	16	

## F. Data Analysis Technique

In data analysis, the researcher use the formula of paired sample t-test to investigate whether there is a positive and significant influence of using Fan-N-Pick Technique on the students' reading comprehension . The formula is adopted from Donald Ary which can be drawn as follows:

<sup>13</sup> Stahl, Katherine A. Dougherty, dan Georgia Earnest Garc a. *Assessment for Reading Instruction*. New York: Guilford Press, 2020.

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

Note:

t = t ratio

$\bar{D}$  = average difference

$\sum D^2$  = different score squared, then summed

$(\sum D)^2$  = difference scores summed then squared

N = number of pairs<sup>14</sup>

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<sup>14</sup> Donald Ary, *Introduction to Research In Education*, (USA: Wadsworth, Cengage Learning, 2010), p. 177



## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Description of Research Location**

SMA Negeri 1 Penawartama is located in Bogatama Village, Penawartama District, Tulang Bawang Regency, Lampung, Indonesia. Situated in a peaceful rural area, far from the hustle and bustle of major cities, the school offers a calm and conducive environment for academic pursuits.

The school environment is highly supportive of learning, marked by lush greenery and well-maintained surroundings. Cleanliness and orderly spaces contribute to a comfortable and motivating atmosphere for students. As part of its commitment to environmental sustainability, the school implements a greening program aimed at preserving and enhancing the quality of its natural surroundings.

SMA Negeri 1 Penawartama is also active in organizing and participating in a wide range of academic and non-academic competitions at both regional and national levels. These events provide valuable opportunities for students to apply their knowledge and research in competitive and practical contexts.

**a. Vision and Mission of SMA Negeri 1 Penawartama Tulang Bawang****1) Vision**

To become an excellent school in the implementation of the 7K principles (Cleanliness, Orderliness, Security, Beauty, Kinship, Health, and Faith), with strong discipline, outstanding achievements, environmental awareness, and a deep sense of faith, fostering students to become independent and responsible individuals.

**2) Mission**

- a) To enhance the professional attitude and competence of the school workforce in order to improve the quality and effectiveness of educational services.
- b) To optimize and develop learning facilities and infrastructure as a strategic effort to support the achievement of the 7K principles (Cleanliness, Orderliness, Security, Beauty, Kinship, Health, and Faith).
- c) To improve the quality of teaching and learning processes, thereby increasing the academic performance and competitiveness of graduates.
- d) To strengthen the quality and management of extracurricular programs to support students' talents and interests holistically.

- e) To cultivate a culture of healthy living and foster a sense of moral responsibility and social awareness within the school community.
- f) To increase active involvement and collaboration among parents, the community, business sectors, and industry in supporting educational development.
- g) To implement and continuously improve the use of information and communication technology (ICT) infrastructure to support innovative and effective learning.

**b. Student Data SMA Negeri 1 Penawartama Tulang Bawang**

The following is the data on the number of students based on their majors and grade levels in the school. The data includes the number of students in each major, namely Science (IPA) and Social Science (IPS), as well as their distribution across grades 10, 11, and 12. The detailed information can be seen in the table below:

**Table 7**  
**Recapitulation of students in SMA Negeri 1 Penawartama**  
**Tulang Bawang**

No	Majors	Number of Class			Total	Presentage
		10	11	12		
1	IPA	65	52	44	161	61%
2	IPS	37	32	34	103	39%
<b>Total</b>		<b>102</b>	<b>84</b>	<b>78</b>	<b>264</b>	<b>100%</b>

## 2. Description of Research Data

### a. The Student Pre-test Result of X IPA Class

The researcher conducted a pre-test on February 6<sup>th</sup>, 2025 by giving the reading comprehension test to the tenth graders in SMA Negeri 1 Penawartama Tulang Bawang. In the pre-test process, the researcher asked students to read through expository texts in groups consisting of four groups, using the texts titled "*The Benefits of Reading Books*" and "*The Impact of Technology on Education*". The pre-test results are illustrated in the following table:

**Table 8**  
**The Result of Pre-Test Students' reading comprehension at The Tenth Graders of Sciences (IPA)**

No	Name	Score	Criteria
1	AIWP	65	Incomplete
2	AAA	50	Incomplete
3	AN	50	Incomplete
4	AM	75	Complete
5	AA	50	Incomplete
6	ALN	65	Incomplete
7	AKN	65	Incomplete
8	AR	65	Incomplete
9	BA	75	Complete
10	CC	65	Incomplete
11	CMS	65	Incomplete
12	DFY	65	Incomplete
13	DATS	55	Incomplete
14	EA	55	Incomplete
15	FS	50	Incomplete
16	FNH	55	Incomplete
17	FA	65	Incomplete
18	HNK	65	Incomplete
19	JA	70	Complete

No	Name	Score	Criteria
20	KJP	50	Incomplete
21	KSH	70	Complete
22	KAM	70	Complete
23	LK	50	Incomplete
24	MEA	50	Incomplete
25	MBR	65	Incomplete
26	NPGP	55	Incomplete
27	NLG	50	Incomplete
28	PKA	65	Incomplete
29	RWK	65	Incomplete
30	RMR	55	Incomplete
31	RAH	70	Complete
32	WMDVP	55	Incomplete
Average of Students Grade		60,62	

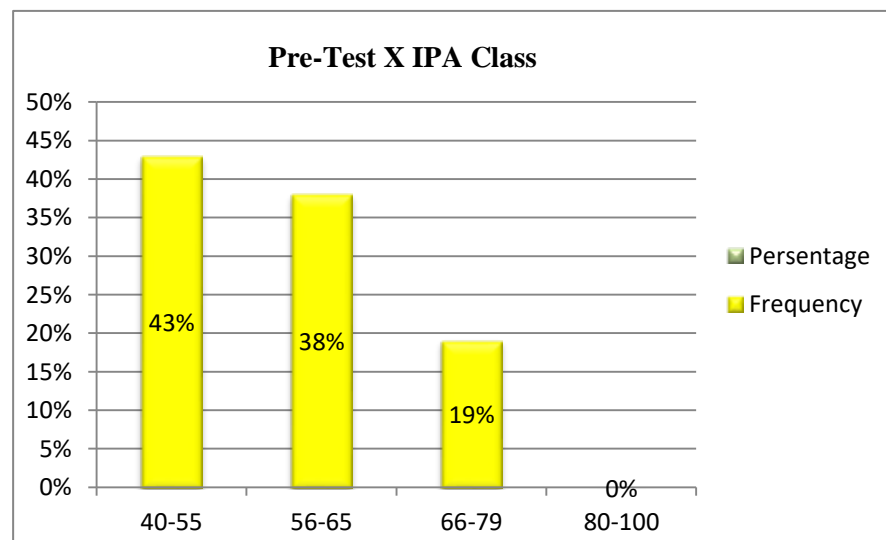
The table above describes the results of a pre-test assessing the reading comprehension of tenth graders Sciences (IPA) students, including 32 students identified based on their initials, along with associated scores and criteria that categorize their performance as *"Complete"* or *"Incomplete"*. The pre-test results showed that out of a total of 32 students, only 6 students were declared complete, and 26 were declared *"incomplete,"* with the total average score for all students being 60.62. This shows that most students did not meet the desired reading proficiency level based on the assessment pre-test.

**Table 9**  
**Frequency Distribution of Student's Pre-Test**

No	Interval		Frequensi	Persentase
1	40	55	14	43%
2	56	65	12	38%
3	66	79	6	19%
4	80	100	0	0
Total			32	100%

The table above shows the frequency distribution of students' pre-test scores across four intervals: 40-55, 56-65, 66-79, and 80-100. It details the number of students in each interval, highlighting that 43% scored between 40 and 55, 38% between 56 and 65, and 19% between 66 and 79, while no students scored in the 80-100 range out of a total of 32 students assessed.

Graph 1 frequency distribution of student's pre-test



The graph of table frequency distribution above described that the result of the students score of pre-tests. There were 14 (43%) student got score 40-55. Furthermore, there were 12 (38%) student who got score 56-65, 6 (19%) student who got score 66-79, and there were no students got score 80-100. From the data above, it can be seen that students reading comprehension in pre-test was unsatisfied.

Based on the data above it can be seen that only 6 students whose scores reached the KKM (70) and 26 students who did not pass the test.

### **b. The Description of Treatment by Using Fan-N-Pick**

The result of the pre-test points out the students' pronunciation before the treatment. To follow up the pre-test, the researcher did the teaching treatment using the Fan-N-Pick Technique. In this study, the researcher carried out treatment by applying the Fan-N-Pick Technique in the research process. This study carried out 2 treatments, namely the first treatment on February 10<sup>th</sup>, 2025, and the second treatment on June 15<sup>th</sup>, 2025. This research was carried out directly by teaching the Fan-N-Pick through text accompanied by how to read it. The learning process is carried out using the Fan-N-Pick Technique by carrying out the following steps:

#### **1) Treatment 1 (February 10<sup>th</sup>, 2025) :**

In the first treatment session held on February 10<sup>th</sup>, 2025, the researcher introduced the Fan-N-Pick technique to the students. The session began with the researcher greeting the students and inviting them to pray, led by the class leader. After that, the researcher took attendance using a list of numbers to ensure all students were present.

Next, the researcher explained the rules and objectives of the Fan-N-Pick technique as follows :

#### **a) Rules :**

- (1) The students are divided into small groups of 4-5 people.
- (2) Each group receives a set of question cards based on the reading text.

- (3) Each student will take a card randomly, read the question aloud, and choose a group member to answer.
- (4) The chosen student answers the question while the others discuss the answer.
- (5) After the discussion, the group concludes the best answer and records it.
- (6) The teacher will circulate to monitor the discussions and provide guidance when necessary.

**b) Objectives :**

- (1) **Improve reading comprehension through active discussion.**
- (2) **Develop critical thinking skills in analyzing texts.**
- (3) **Train communication and collaboration within groups.**
- (4) **Help students understand the main idea, important details, and character development in the reading text.**

In this session, the text used was a Exposition text titled "The Impact of Technology on Education." After the discussion session, each group presented their answers and provided feedback to one another.

At the end of the session, the researcher facilitated group reflection, where students shared their answers and discussed their understanding of the story. This session ensured that the students could deeply understand the reading through the interactive and fun Fan-N-Pick technique.



## 2. Treatment 2 (February 15<sup>th</sup>, 2025) :

The second treatment session was held on February 15<sup>th</sup>, 2025, continuing from the first session. As before, this session began with greetings, a prayer, and an attendance check.

In this session, the text used was a Exposition text titled " The Impact of Social Media on Teenagers." The Fan-N-Pick technique was still used, but this time the focus was more on identifying the main ideas, summarizing information, and understanding new vocabulary.

The rules remained the same as in the first session, but with additional tasks as follows :

- a) After answering each question, students must explain the reasoning behind their answer.
- b) If a group cannot answer a question, it will be passed on to another group.
- c) Each group is also tasked with summarizing the reading text based on their discussion.
- d) Groups that can summarize the text clearly and accurately will receive additional points.

### **Objectives for this session :**

- a) **Develop the ability to analyze exposition texts.**
- b) **Improve skills in summarizing and understanding new vocabulary.**

**c) Strengthen reading comprehension through Fan-N-Pick-based discussions.**

**d) Boost students' confidence in expressing their opinions.**

At the end of the session, each group presented their understanding of the text by summarizing the key points they discussed. The researcher concluded the session by emphasizing effective reading strategies and providing feedback on the discussions that had taken place.

The implementation of the Fan-N-Pick technique in these two sessions proved to help students become more active in understanding the reading texts, enhancing their critical thinking skills, and developing teamwork within the groups.

#### **c. The Student Post-test Result of X IPA Class**

The researcher conducted a post-test on February 18<sup>th</sup>, 2025 by giving a reading comprehension test for class X IPA students at SMA Negeri Penawartama Tulang Bawang. In the post-test process, the researcher asked students in groups to carry out reading comprehension through text with 2 predetermined themes. The pre-test results are depicted in the following table:

**Table 10**  
**The Result of Post-Test Students' Reading Comprehension at The**  
**Tenth Graders of Sciences (IPA)**

No	Name	Score	Criteria
1	AIWP	75	Complete
2	AAA	65	Incomplete
3	AN	80	Complete
4	AM	75	Complete
5	AA	70	Complete
6	ALN	75	Complete
7	AKN	80	Complete
8	AR	70	Complete
9	BA	85	Complete
10	CC	70	Complete
11	CMS	85	Complete
12	DFY	75	Complete
13	DATS	85	Complete
14	EA	70	Complete
15	FS	75	Complete
16	FNH	65	Incomplete
17	FA	70	Complete
18	HNK	75	Complete
19	JA	70	Complete
20	KJP	80	Complete
21	KSH	85	Complete
22	KAM	75	Complete
23	LK	85	Complete
24	MEA	75	Complete
25	MBR	85	Complete
26	NPGP	75	Complete
27	NLG	75	Complete
28	PKA	85	Complete
29	RWK	80	Complete
30	RMR	75	Complete
31	RAH	60	Incomplete
32	WMDVP	75	Complete
Average of Students Grade		75,78	

The table above presents the results of the post-test assessing the reading comprehension of tenth graders Science (IPA) students. Out of 32 students, a majority scored between 70 and 85, achieving the

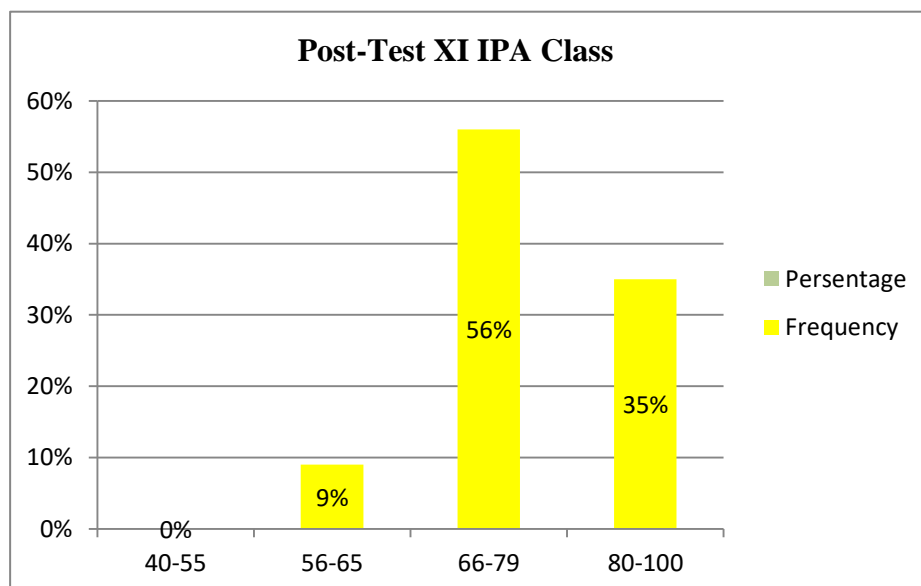
"Complete" status, with only 3 students scoring 65 or below and categorized as "Incomplete." Notably, the average score increased to 75.78, reflecting significant improvement compared to the pre-test results. This suggests that the students' reading skills generally improved after the fan-n-pick intervention.

**Table 11**  
**Frequency Distribution Of Student's Post-Test**

No	Interval		Frequensi	Percentage
1	40	55	0	0
2	56	65	3	9%
3	66	79	18	56%
4	80	100	11	35%
Total			32	100%

The table above details the frequency distribution of students' post-test scores, categorizing them into four intervals: 40-55, 56-65, 66-79, and 80-100. No students scored in the lowest interval of 40-55, indicating overall improvement. Three students (9%) fell within the 56-65 range, while the majority of students, 18 out of 32 (56%), scored between 66 and 79. Notably, 11 students (35%) achieved scores between 80 and 100, demonstrating a substantial increase in higher scores compared to the pre-test. This distribution significantly enhances students' reading abilities following the treatment.

Graph 2 frequency distribution of student's post-test



The graph of table frequency distribution above described that the result of the students score of post-tests. There were 11 (35%) student got score 80-100. Furthermore, there were 18 (56%) student who got score 66-79, 3 (9%) student who got score 56-65, and there were no students got score 40-55. From the data above, it can be inferred that the students reading comprehension was good.

Examining the provided data reveals that every student, equivalent to 91%, achieved scores meeting or exceeding the Minimum Competence Criteria (KKM) of 70. This leads to the conclusion that the employment of the fan-n-pick has been validated in enhancing students' reading comprehension. In summary, the post-test results were classified as successful, indicating an overall positive impact in assisting students with their reading comprehension.

### 3. Normality Test

Normality test is calculating the probability that the sample is drawn from the normal population. The result of normality test by using SPSS as follow :

**Table 12**

#### Test of Normality

##### One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			32
Normal Parameters <sup>a,b</sup>	Mean		.0000000
	Std. Deviation		6.59134051
Most Extreme Differences	Absolute		.162
	Positive		.162
	Negative		-.117
Test Statistic			.162
Asymp. Sig. (2-tailed) <sup>c</sup>			.032
Monte Carlo Sig. (2-tailed) <sup>d</sup>	Sig.		.030
	99% Confidence Interval	Lower Bound	.026
		Upper Bound	.035

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the results of the table regarding the test of normality it is known that the value of Sig. obtained is (.032). It means that the value of Sig. must be  $> 0.05$ , data is called normal data classified as normally distributed if the value of Sig.  $> 0.05$ . Therefore, it can be concluded that the data from this study were normally distributed.

#### 4. Homogeneity Test

A homogeneity test is a statistical test used to determine if the distribution of categorical data is similar across different groups or categories. The result of Homogeneity test by using SPSS as follow :

**Table 13**

#### Test of Homogeneity

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.492	4	27	.741
	Based on Median	.440	4	27	.779
	Based on Median and with adjusted df	.440	4	23.966	.779
	Based on trimmed mean	.489	4	27	.744

Based on the homogeneity research data, it is known that the value of Sig. research is (.744). That means the value of Sig. research results  $> 0.05$ . According to Andy Field if the value of Sig.  $> 0.05$  then the research data is homogeneous. Therefore, it can be conducted that the data from this study are homogeneous. The researcher found that the research data were normally distributed and homogeneous, so the researcher continued to process the data parametric test, namely by applying the paired sample t test.

#### 5. Testing of Hypothesis

In testing of hypothesis of this research, the researcher refers to two hypotheses, as follow:

- a. Hypothesis Alternative ( $H_a$ ): There is positive and significant influence of fan-n-pick technique on the Students' reading

comprehension of the tenth graders at SMA Negeri 1 Penawartama Tulang Bawang.

- b. Hypothesis Nul (Ho): There is no positive and significant influence of fan-n-pick technique on the Students' reading comprehension of the tenth graders at SMA Negeri 1 Penawartama Tulang Bawang.

In addition, the statistical hypothesis points out that if the *sig.2-tailed* is lower than 0.05 and *t-value* is higher than *f-table*, so the null hypothesis (Ho) is rejected, and alternative hypothesis (Ha) is accepted. While, if *sig.2-tailed* is higher than 0.05 and *t-value* is lower than *f-table*, so the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.

After performing a series of SPSS calculations in variable X (*fan-n-pick*) tests to variable Y (*reading comprehension*), the researcher obtained the results described as follows:

**Table 14**  
**SPSS Computation Result about the Influence of Fan-N-Pick on Student' Reading Comprehension**

Paired Samples Test										
		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-Test Post-Test	-15.15625	10.11900	1.78880	-18.80454	-11.50796	8.473	31	<,001	<,001

Based on the SPSS result, it was investigated that the result of *sig.2-tailed* in this research is 0.01. It is clear that if the probability *sig.2-tailed* is lower than 0.05. The alternative hypothesis (Ha) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In



the other words,  $H_a$  is accepted and  $H_o$  is rejected. Therefore, it is concluded that this research successfully proves that there is a positive and significant influence of fan-n-pick on students' reading comprehension.

In addition, the table above illustrated that  $t_{observed}$  was 8.473 with degree of freedom was 31 to confidence interval of the difference 95%. After considering the  $t$ -test table by using  $df$  31. Therefore, it can be found that :

**Table 15**  
**Critical Value of f-table**

Level of significant	5%	1%
$Df$	2.039	2.744

a. The critical value of  $t$ -test ( $t$ -table) for the 5% level is 2.039

b. The critical value of  $t$ -test ( $t$ -table) for the 1% level is 2.744

From all the data analysis above, it canbe found that:

a. “t-observed” = 8.473

b. “f-table” level of significant 5% = 2.039

c. “f-table” level of significant 1 % = 2.744

It means that “t-observed” is higher than “f-table” or it can be written as  $2.039 < 8.473 > 2.744$ . It means that from the value above there was any positive and significant influence of fan-n-pick on students' reading comprehension among the tenth graders at SMA Negeri 1 Penawartama Tulang Bawang. It is known from the result of the students' pre-test and post-test.

- a. If  $t\text{-observed} > f\text{-table}$ ,  $H_a$  is accepted and  $H_o$  is rejected.
- b. If  $t\text{-observed} < f\text{-table}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

The researcher has formulated the alternative Hypothesis ( $H_a$ ) such as “There is a positive and significant influence of fan-n-pick on students' reading comprehension among the tenth graders at SMA Negeri 1 Penawartama Tulang Bawang”.

Finally, the data confirmed that “ $t\text{-observed}$ ” is 8.473 was higher than “ $f\text{-table}$ ” level of significant 5% is 2.039 and “ $f\text{-table}$ ” level of significant 1 % is 2.744. Therefore, it is concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that there was a positive and significant the influence of fan-n-pick on students' reading comprehension among the tenth graders at SMA Negeri 1 Penawartama Tulang Bawang.

## **B. Discussion**

The results of this study were obtained by calculating the results of the pre-test and post-test using SPSS through the pair sample t-test. Based on the SPSS calculation, it was known that sig. 2- tailed value is 0.001. It shows that the sig.2-tailed value is lower than 0.005. Therefore Alternative Hypothesis ( $H_a$ ) is accepted and Null Hypothesis ( $H_o$ ) is rejected so that it can be discussed that this study shows that the fan-n-pick has a positive and significant influence on the reading comprehension of class X IPA students.

Furthermore, it was stated in the SPSS table that the  $t\text{-observe}$  is 8.473. While  $t\text{-value}$  in  $f\text{-table}$  for the 5% significance level for  $df$  31 is 2.039. While the significance level of 1%  $df$  31 is 2.744. This shows that the  $t\text{-observe}$  is

higher than the t-value in the f-table. Therefore, the statistical hypothesis shows that the fan-n-pick can have a positive and significant influence on students' reading comprehension because the t-observe value is higher than the t-value contained in the f-table. Therefore, it can be concluded that this study shows that fan-n-pick has a positive and significant influence on students' reading comprehension.

Fan-N-Pick Technique is one of the teaching media that used in students' reading comprehension. This study In line with the study from Sesilia, et.al. entitled "The Effectiveness of 3-2-1 Strategy in Teaching Reading Comprehension on Narrative Text".<sup>47</sup> He stated that, 3-2-1 strategy was effective in teaching reading comprehension on narrative text to the tenth-grade students of SMA Santo Fransiskus Asisi Pontianak. It is based on the data calculation that the degree of the effectiveness was 1, 01 and it was categorized as high. In conclusion, the effectiveness of 3-2-1 strategy in teaching reading comprehension on narrative text to the tenth-grade students of SMA Santo fransiskus Asisi pontianak in the Academic Year of 2014/2015 can be categorized as high.

In addition, this research also relevant to the research result conducted by Saragih, et. al. entitled "The Effect of Using Shared Reading Strategy on Reading Comprehension Ability of Grade Ten Students of SMA Negeri 1

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<sup>47</sup> Sesilia, et al. "The Effectiveness of 3-2-1 Strategy in Teaching Reading Comprehension on Narrative Text." *Journal of Language Teaching and Research*, vol. 11, no. 2 (2020): 120-128.

Siantar on Narrative Text”.<sup>48</sup> The Shared Reading Strategy is effective in improving students' reading comprehension. This strategy provides a fun and engaging way for students to learn. Similarly, the Fan-N-Pick technique also influences students' reading comprehension. The competitive and enjoyable nature of the Fan-N-Pick technique enhances students' motivation and engagement, creating a more dynamic learning environment where students actively participate.

The positive and significant influence of Fan-N-Pick technique on reading comprehension is relevant to Petrus Logo Radja theory.<sup>49</sup> Fan-N-Pick technique allows students to influence their reading comprehension in an interactive and enjoyable environment. The nature of the game, which involves taking turns asking and answering questions, encourages students to read, understand, and discuss texts repeatedly, helping them deepen their comprehension and critical reading skills.

Fan-N-Pick often provides opportunities for students to explore various types of texts, enhance their analytical skills, and expand their vocabulary. As students actively participate in discussions during the game, they receive immediate feedback from their peers, which helps clarify their understanding of the text.

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<sup>48</sup> Saragih, et. al. "The Effect of Using Shared Reading Strategy on Reading Comprehension Ability of Grade Ten Students of SMA Negeri 1 Siantar on Narrative Text." *Jurnal Pendidikan Tambusai* 7, no. 3 (2023): 264-265.

<sup>49</sup> Petrus Logo Radja, et.al, "The Implementation of Talking Chips and Fan-N-Pick Cooperative Learning Model to Improve Students' Motivation and Learning Outcomes", *International Journal of Humanities and Social Science Invention*, Volume 6 Issue 5, May. 2017, p.16

The competitive and engaging format of Fan-N-Pick motivates students to read more attentively and actively engage in the learning process. Social interaction in this technique enables students to share their thoughts and develop their critical thinking skills. By practicing reading and discussing text content in an enjoyable context, students become more confident in understanding and analyzing reading materials.

Through group dynamics and the need to comprehend and accurately answer questions while playing Fan-N-Pick, students experience an improvement in their reading comprehension. This technique fosters a supportive learning environment where students feel comfortable exploring different reading comprehension strategies and learning from one another.

In other words, it can be said that the fan-n-pick is one of the effective technique to use in the English learning process related to reading skills. Fan-N-Pick can stimulate students with the visualization contained on the card, so students can accept explore ideas with the help of visual media.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of this research, it can be concluded that the Fan-N-Pick technique has a positive and significant influence on students' reading comprehension at SMAN 1 Penawartama Tulang Bawang. This is proven by the result of the significance value (2-tailed) which is 0.001, lower than  $\alpha = 0.05$ . Therefore, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected.

Furthermore, the t-observe value is 8.473, while the t-table value for a 5% significance level with  $df = 31$  is 2.039, and for 1% is 2.744. Since the t-observe value is higher than the t-table values, it confirms that the Fan-N-Pick technique positively affects students' reading comprehension.

In addition, this technique helps students to explore and express their ideas in a more interactive and reflective way during the reading process. Thus, it can be concluded that the use of the Fan-N-Pick technique enhances students' reading skills and comprehension in a meaningful and effective manner.

#### **B. Suggestion**

The researcher provides some suggestion for the students, the teacher, and the headmaster, as follow:

### 1. For the Students

It is suggested that the students to be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.

### 2. For Further Researchers

It is suggested that future researchers explore the use of the Fan-N-Pick technique in other language skills or subjects, and conduct further studies using different research designs or larger samples to enrich the findings related to this technique.

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# APPENDIXES

**STUDENT DATA SMA NEGERI 1 PENAWARTAMA TULANG BAWANG**

NO	MAJORS	NUMBER OF CLASS			TOTAL	PRESENTAGE
		10	11	12		
1	IPA	65	52	44	161	61%
2	IPS	37	32	34	103	39%
Total		102	84	78	264	100%

## DATA COLLECTION TOOL

### 1. PRE-TEST READING COMPREHENSION

Instructions :

- *Read the following text carefully.*
- *Choose the correct answer (a,b,c,or d) on the answer sheet.*

Text 1 (Exposition Text)

#### ***"The Benefits of Reading Books"***

Reading books has many benefits in a person's life. One of its main advantages is increasing knowledge and insight. By reading, a person can acquire new information that enriches their way of thinking. Additionally, reading trains the brain to think critically and analytically.

Books can also serve as a valuable source of entertainment. Various book genres, such as fiction, biographies, and motivational books, can provide inspiration and reduce stress. Therefore, the habit of reading should be instilled from an early age so that individuals become accustomed to developing themselves through quality readings.

1. What is the main benefit of reading books?
  - a. Enhancing physical intelligence
  - b. Increasing knowledge and insight
  - c. Making a person lazy
  - d. Hindering creativity
2. How does reading affect a person's way of thinking?
  - a. Makes a person passive
  - b. Trains the brain to think critically and analytically
  - c. Decreases memory retention
  - d. Reduces interest in knowledge
3. Why can reading reduce stress?
  - a. Because books contain many tasks to complete
  - b. Because books provide inspiration and entertainment
  - c. Because reading makes a person sleepy
  - d. Because reading is a boring activity

4. What is the main purpose of the writer in this text?
  - a. To explain the benefits of reading books
  - b. To encourage readers to buy books
  - c. To state that reading is not important
  - d. To criticize people who dislike reading
5. What should be done to develop the habit of reading?
  - a. Avoid books that are difficult to understand
  - b. Read only when there is a school assignment
  - c. Get used to reading from an early age
  - d. Rely on book summaries without reading them

Text 2 (Exposition Text)

***"The Impact of Technology on Education"***

Technology has brought significant changes to the world of education. With the internet, students can easily access various information and learning resources without having to go to the library. Furthermore, technology enables online learning, which can be accessed anytime and anywhere.

However, the use of technology in education also presents challenges. One of them is dependence on digital devices, which can reduce social interaction. Therefore, the use of technology in learning must be done wisely to maximize its benefits.

1. What is the main positive impact of technology on education?
  - a. Making students unnecessary to study
  - b. Facilitating access to information and learning resources
  - c. Completely replacing the role of teachers
  - d. Reducing students' interest in learning
2. How does technology make learning more flexible?
  - a. By providing access only to printed books
  - b. By giving learning materials only to certain students
  - c. By enabling online learning anytime
  - d. By limiting access to information on the internet
3. What is the biggest challenge of using technology in education?
  - a. Helping students understand lessons
  - b. Increasing students' social interaction

- c. Dependence on digital devices
- d. Reducing access to information
- 4. Why should the use of technology be done wisely?
  - a. So that technology does not disrupt the learning system
  - b. So that students can use gadgets more often
  - c. So that teachers do not have to teach
  - d. So that students only learn from the internet without guidance
- 5. What is the conclusion of the text?
  - a. Technology should be avoided in education
  - b. Technology brings benefits but must be used wisely
  - c. Education does not require technology
  - d. Students should study without the help of technology.

Sources : Buku Bahasa Inggris untuk SMA/MA Kelas X, Kurikulum Merdeka, Kementerian Pendidikan dan Kebudayaan Indonesia

## 2. TREATMENT

### 1. Treatment 1 (February 10th, 2025) :

In the first treatment session held on February 10<sup>th</sup>, 2025, the researcher introduced the Fan-N-Pick technique to the students. The session began with the researcher greeting the students and inviting them to pray, led by the class leader. After that, the researcher took attendance using a list of numbers to ensure all students were present.

Next, the researcher explained the rules and objectives of the Fan-N-Pick technique as follows :

#### a. Rules :

1. The students are divided into small groups of 4-5 people.
2. Each group receives a set of question cards based on the reading text.
3. Each student will take a card randomly, read the question aloud, and choose a group member to answer.

4. The chosen student answers the question while the others discuss the answer.
5. After the discussion, the group concludes the best answer and records it.
6. The teacher will circulate to monitor the discussions and provide guidance when necessary.

**b. Objectives :**

1. Improve reading comprehension through active discussion.
2. Develop critical thinking skills in analyzing texts.
3. Train communication and collaboration within groups.
4. Help students understand the main idea, important details, and character development in the reading text.

In this session, the text used was a Exposition text titled "The Impact of Technology on Education." After the discussion session, each group presented their answers and provided feedback to one another.

At the end of the session, the researcher facilitated group reflection, where students shared their answers and discussed their understanding of the story. This session ensured that the students could deeply understand the reading through the interactive and fun Fan-N-Pick technique.

**2. Treatment 2 (February 15th, 2025) :**

The second treatment session was held on February 15<sup>th</sup>, 2025, continuing from the first session. As before, this session began with greetings, a prayer, and an attendance check.

In this session, the text used was a Exposition text titled " The Impact of Social Media on Teenagers." The Fan-N-Pick technique was still used, but this time the focus was more on identifying the main ideas, summarizing information, and understanding new vocabulary.

The rules remained the same as in the first session, but with additional tasks as follows :



1. After answering each question, students must explain the reasoning behind their answer.
2. If a group cannot answer a question, it will be passed on to another group.
3. Each group is also tasked with summarizing the reading text based on their discussion.
4. Groups that can summarize the text clearly and accurately will receive additional points.

**Objectives for this session :**

1. **Develop the ability to analyze exposition texts.**
2. **Improve skills in summarizing and understanding new vocabulary.**
3. **Strengthen reading comprehension through Fan-N-Pick-based discussions.**
4. **Boost students' confidence in expressing their opinions.**

At the end of the session, each group presented their understanding of the text by summarizing the key points they discussed. The researcher concluded the session by emphasizing effective reading strategies and providing feedback on the discussions that had taken place.

The implementation of the Fan-N-Pick technique in these two sessions proved to help students become more active in understanding the reading texts, enhancing their critical thinking skills, and developing teamwork within the groups.

### **3. POST-TEST READING COMPREHENSION**

Instructions :

- *Read the following text carefully.*
- *Choose the correct answer (a,b,c,or d) on the answer sheet.*

Text 1 (Exposition Text)

***"The Impact of Social Media on Teenagers"***

Social media has become an essential part of teenagers' lives. Through social media, they can communicate with friends, share information, and stay updated on world

developments. However, social media also has negative impacts, such as addiction, reduced face-to-face social interactions, and the spread of misinformation.

To ensure that social media remains beneficial, users must be wise in using it. Filtering the information received, managing screen time, and maintaining real-world interactions are essential steps in avoiding the negative effects of social media.

1. What is the main benefit of social media for teenagers?
  - a. Helping them communicate and share information
  - b. Making them lazy to study
  - c. Increasing addiction to gaming
  - d. Spreading false information
2. What is one of the negative impacts of social media?
  - a. Enhancing unlimited creativity
  - b. Increasing direct interaction with friends
  - c. Reducing face-to-face social interactions
  - d. Facilitating understanding in lessons
3. How can social media be used wisely?
  - a. By using it without time limits
  - b. By believing all information without filtering it
  - c. By filtering information and managing screen time
  - d. By using social media constantly without stopping
4. What is the main message of this text?
  - a. Social media should be banned for teenagers
  - b. Social media has no benefits
  - c. Social media usage should be wise to avoid negative effects
  - d. Teenagers should use social media more frequently
5. Why is filtering information important when using social media?
  - a. To avoid being influenced by fake news
  - b. To use social media for a longer time
  - c. To ensure all information is trustworthy
  - d. To avoid verifying the accuracy of news

## Text 2 (Exposition Text)

*"The Importance of a Healthy Lifestyle"*

A healthy lifestyle is crucial for maintaining physical and mental well-being. One way to adopt a healthy lifestyle is by consuming nutritious food, exercising regularly, and getting enough rest. By practicing a healthy lifestyle, a person can boost their immune system and reduce the risk of diseases.

In addition, maintaining mental health is also necessary. Excessive stress can negatively affect physical health. Therefore, managing stress properly and maintaining a balanced lifestyle are keys to living a healthier and happier life.

1. What is the main benefit of a healthy lifestyle?
  - a. Strengthening the immune system and reducing the risk of disease
  - b. Making a person more susceptible to illness
  - c. Avoiding excessive physical activity
  - d. Reducing the need for sleep
2. One way to adopt a healthy lifestyle is...
  - a. Avoiding healthy food
  - b. Exercising regularly
  - c. Avoiding physical activity
  - d. Eating without considering nutrition
3. Why is maintaining mental health important?
  - a. To be able to work longer hours
  - b. To prevent illness caused by excessive stress
  - c. To avoid the need for exercise
  - d. To sleep all day
4. What is the conclusion of the text?
  - a. A healthy lifestyle is important for both physical and mental health
  - b. A healthy lifestyle is only important for older people
  - c. A healthy lifestyle has no impact on life
  - d. A healthy lifestyle only focuses on exercise
5. How can stress be managed effectively?
  - a. By ignoring stress
  - b. By maintaining a balanced lifestyle

- c. By avoiding all activities
- d. By keeping oneself excessively busy

Sources : Buku Bahasa Inggris untuk SMA/MA Kelas X, Kurikulum Merdeka,  
Kementerian Pendidikan dan Kebudayaan Indonesia

### SCORING OF READING COMPREHENSION

CLASSIFICATION	SCORE	CRITERIA
Excellent	71-100	Demonstrates a very good understanding of the text, can accurately identify the main idea, important details, and new vocabulary. Answers are accurate and show a deep understanding of the text.
Good	51-70	Demonstrates a decent understanding of the text, able to find the main idea and important details, but there are some mistakes in interpreting information or vocabulary. Answers are generally correct but lack depth.
Fair	26-50	Understanding of the text is limited, frequently struggles to identify the main idea, important details, or new vocabulary. Answers contain many errors and show a weak understanding of the text's content.
Poor	$\leq 25$	Does not understand the text well, struggles to identify basic information and vocabulary. Answers are often incorrect or irrelevant. Reading comprehension is very low and requires significant guidance.

### SCORE LIST OF STUDENT'S READING COMPREHENSION

No	Student's Name	Pre-Test	Post-Test	Category
1	Agus Irend Wahyu Pratama			
2	Ahmat Azril Andriansyah			
3	Alya Noveria			
4	Anggun Mutiara			
5	Arcela Adiztya			
6	Arum Lestari Ningsih			
7	Asih Kartika Ningrum			
8	Ainur Rossi			
9	Bias Aqdila			
10	Chello Checillya			
11	Chelsia Maulidia S			

12	Dewi Fibri Yanti			
13	Dominikus Asto Toti S			
14	Eling Antika			
15	Fahri Sholeh			
16	Fanisha Nurul Holizah			
17	Febri Andika			
18	Hesti Nifatul Khoiriyah			
19	Jesen Alfonso			
20	Komang Jonatan Prezza			
21	Komang Sri Handayani			
22	Krisna Asifa Maharam			
23	Lailatul Khoiriyah			
24	M Eric Alfarist			
25	M. Bintang Ridhofen			
26	Ni Putu Gita Pertiwi			
27	Nur Laili Gemada			
28	Putu Kaila Aprilia			
29	Revaldo Wijaya Kusuma			
30	Riko Murah Raharja			
31	Rio Agung Hidayat			
32	Wayan Mozza D.V.P			

## THE RESULT SPSS

### 1. NORMALITY TEST

#### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		32
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	6.59134051
Most Extreme Differences	Absolute	.162
	Positive	.162
	Negative	-.117
Test Statistic		.162
Asymp. Sig. (2-tailed) <sup>c</sup>		.032
Monte Carlo Sig. (2-tailed) <sup>d</sup>	Sig.	.030
	99% Confidence Interval	Lower Bound
		Upper Bound
		.026
		.035

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

### 2. HOMOGENEITY TEST

#### Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.492	4	27	.741
	Based on Median	.440	4	27	.779
	Based on Median and with adjusted df	.440	4	23.966	.779
	Based on trimmed mean	.489	4	27	.744

### 3. SPSS COMPUTATION RESULT

#### Paired Samples Test

		Paired Differences					Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p
					Lower	Upper			Two-Sided p
Pair 1	Pre-Test Post-Test	-15.15625	10.11900	1.78880	-18.80454	-11.50796	8.473	31	<.001

## 4. DEGREE OF FREEDOM

TABEL NILAI KRITIS DISTRIBUSI T

df	One-Tailed Test						
	0,25	0,10	0,05	0,025	0,01	0,005	0,001
	Two-Tailed Test						
	0,50	0,20	0,10	0,05	0,02	0,01	0,002
1	1,000000	3,077684	6,313752	12,706205	31,820516	63,656741	318,308839
2	0,816497	1,885618	2,919986	4,302653	6,964557	9,924843	22,327125
3	0,764892	1,637744	2,353363	3,182446	4,540703	5,840909	10,214532
4	0,740697	1,533206	2,131847	2,776445	3,746947	4,604095	7,173182
5	0,726687	1,475884	2,015048	2,570582	3,364930	4,032143	5,893430
6	0,717558	1,439756	1,943180	2,446912	3,142668	3,707428	5,207626
7	0,711142	1,414924	1,894579	2,364624	2,997952	3,499483	4,785290
8	0,706387	1,396815	1,859548	2,306004	2,896459	3,355387	4,500791
9	0,702722	1,383029	1,833113	2,262157	2,821438	3,249836	4,296806
10	0,699812	1,372184	1,812461	2,228139	2,763769	3,169273	4,143700
11	0,697445	1,363430	1,795885	2,200985	2,718079	3,105807	4,024701
12	0,695483	1,356217	1,782288	2,178813	2,680998	3,054540	3,929633
13	0,693829	1,350171	1,770933	2,160369	2,650309	3,012276	3,851982
14	0,692417	1,345030	1,761310	2,144787	2,624494	2,976843	3,787390
15	0,691197	1,340606	1,753050	2,131450	2,602480	2,946713	3,732834
16	0,690132	1,336757	1,745884	2,119905	2,583487	2,920782	3,686155
17	0,689195	1,333379	1,739607	2,109816	2,566934	2,898231	3,645767
18	0,688364	1,330391	1,734064	2,100922	2,552380	2,878440	3,610485
19	0,687621	1,327728	1,729133	2,093024	2,539483	2,860935	3,579400
20	0,686954	1,325341	1,724718	2,085963	2,527977	2,845340	3,551808
21	0,686352	1,323188	1,720743	2,079614	2,517648	2,831360	3,527154
22	0,685805	1,321237	1,717144	2,073873	2,508325	2,818756	3,504992
23	0,685306	1,319460	1,713872	2,068658	2,499867	2,807336	3,484964
24	0,684850	1,317836	1,710882	2,063899	2,492159	2,796940	3,466777
25	0,684430	1,316345	1,708141	2,059539	2,485107	2,787436	3,450189
26	0,684043	1,314972	1,705618	2,055529	2,478630	2,778715	3,434997
27	0,683685	1,313703	1,703288	2,051831	2,472660	2,770683	3,421034
28	0,683353	1,312527	1,701131	2,048407	2,467140	2,763262	3,408155
29	0,683044	1,311434	1,699127	2,045230	2,462021	2,756386	3,396240
30	0,682756	1,310415	1,697261	2,042272	2,457262	2,749996	3,385185
31	0,682486	1,309464	1,695519	2,039513	2,452824	2,744042	3,374899
32	0,682234	1,308573	1,693889	2,036933	2,448678	2,738481	3,365306
33	0,681997	1,307737	1,692360	2,034515	2,444794	2,733277	3,356337
34	0,681774	1,306952	1,690924	2,032245	2,441150	2,728394	3,347934
35	0,681564	1,306212	1,689572	2,030108	2,437723	2,723806	3,340045
36	0,681366	1,305514	1,688298	2,028094	2,434494	2,719485	3,332624
37	0,681178	1,304854	1,687094	2,026192	2,431447	2,715409	3,325631
38	0,681001	1,304230	1,685954	2,024394	2,428568	2,711558	3,319030
39	0,680833	1,303639	1,684875	2,022691	2,425841	2,707913	3,312788
40	0,680673	1,303077	1,683851	2,021075	2,423257	2,704459	3,306878

17/05/25, 21:28

SURAT TUGAS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**SURAT TUGAS**

Nomor: B-0717/In.28/D.1/TL.01/02/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ASIH ANGGRAINI**  
NPM : 2001050002  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMAN 1 PENAWARTAMA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF FAN-N-PICK TECHNIQUE ON READING COMPREHENSION OF THE TENTH GRADERS AT SMAN 1 PENAWARTAMA TULANG BAWANG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 21 Februari 2025

Mengetahui,  
Pejabat Setempat

Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Tubagus Ali Rachman Puja  
Kesuma M.Pd**  
NIP 19880823 201503 1 007





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4670/In.28/D.1/TL.00/02/2025  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMAN 1 PENAWARTAMA  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-4669/In.28/D.1/TL.01/02/2025,  
tanggal 13 Februari 2025 atas nama saudara:

Nama : **ASIH ANGGRAINI**  
NPM : 2001050002  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMAN 1 PENAWARTAMA bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 1 PENAWARTAMA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF FAN-N-PICK TECHNIQUE ON READING COMPREHENSION OF THE TENTH GRADERS AT SMAN 1 PENAWARTAMA TULANG BAWANG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 13 Februari 2025  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA NEGERI 1 PENAWARTAMA**  
NPSN : 10809292 TERAKREDITASI : B  
Alamat : Jl. Lintas Rawajitu Kamp. Bogatama Kec. Penawartama Kab. Tulang Bawang  
Email : sman1.penawartama@gmail.com / sman1\_penawartama@yahoo.co.id



#### SURAT KETERANGAN

Nomor : 800/4335/V.01/DP.18A/2025

Berdasarkan Surat dari Institut Agama Islam Negeri (IAIN) Metro  
Nomor : B-4670/In.28/TL.00/02/2025 Tentang : **Izin Reaserch** di SMAN 1  
Penawartama Kabupaten Tulang Bawang dengan ini memberikan izin kepada :

Nama	: <b>ASIH ANGGRAINI</b>
NPM	: 2001050002
Semester	: 10 (Sepuluh)
Fakultas	: Tadris Bahasa Inggris

Dengan ini Plt. Kepala SMAN 1 Penawartama Kabupaten Tulang Bawang Provinsi Lampung memberikan izin untuk melaksanakan Reaserch/Survey di SMAN 1 Penawartama dalam Rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul **"The Influence Of Fan-N-Pick Technique On Reading Comprehension Of Tenth Graders At SMAN 1 Penawartama Tulang Bawang"**, dan akan dibimbing oleh Guru Bahasa Inggris SMAN 1 Penawartama Sesuai dengan Program Study yang bersangkutan.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Penawartama, 17 Februari 2025  
Kepala Sekolah

**MAEST, S.Pd**

NIP. 19750809 201101 1 001

## DOCUMENTATION

Researchers give pre-test to students



Researchers give treatment 1 and 2 to students



Researchers give post-test to students



### **CURRICULUM VITAE**



The name of the researcher is Asih Anggraini. She was born in Makartitama on October 16th, 2001. She is the second child of Mr. Burhan and Mrs. Robingatun, and has one sibling. She completed her elementary education at SD Negeri 1 Makartitama. Then, she continued her studies at SMP Negeri 2 Penawartama and graduated in 2017. After that, she attended SMA Negeri 1 Penawartama and completed her senior high school education in 2020.

Currently, she is pursuing her undergraduate degree in the Department of English Education (Tadris Bahasa Inggris) at the Faculty of Tarbiyah and Teacher Training, State Islamic Institute (IAIN) Metro, starting from the first semester in 2020.