The Effectiveness of Using Fan-N-Pick Strategy towards Students' Vocabulary Mastery

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Abstract

Within a community, communication serves as the cornerstone for the exchange of ideas and messages. Language acts as the fundamental tool that enables individuals to interact effectively and share information. It fosters social connection and facilitates the transmission of concepts, thought-provoking ideas, and specialized knowledge. Through language, a system of symbols and sounds, humans construct meaning and bridge the gap between individuals. The purpose of this study was to determine whether the Fan-N-Pick technique significantly affected the students' vocabulary mastery both before and after it was used. A pre-test-post-test with a single group was the design used in this pre-experimental research. Class IV students from a state primary school in Plandaan, Jombang, served as population in this study. There were twenty total students, of which eighteen were the sample. Before beginning the two-meeting treatments utilizing the Fan-N-Pick technique, the experimental students were given a pre-test of twenty multiple-choice questions. The post-test was completed using the same question from the pre-test after the treatment finished. After compiling all vocabulary test results, SPSS was used to apply the descriptive statistics, normality test, and paired sample t-test. The t-test result showed that Sig. (2-tailed) value is 0,000, which is lower than the alpha value of 0.05. That result revealed that the students' vocabulary mastery significantly increased before and after the Fan-N-Pick strategy application. Thus, the Fan-N-Pick strategy was effective for teaching vocabulary. Then, it is highly recommended for English teachers to teach vocabulary using the fan-the-pick strategy.

Abstrak
Di dalam sebuah komunitas, komunikasi menjadi landasan utama untuk bertukar pikiran dan pesan antar individu. Bahasa berfungsi sebagai alat fundamental yang memungkinkan orang untuk berinteraksi secara efektif dan berbagi informasi. Bahasa turut menumbuhkan hubungan sosial dan melancarkan penyampaian konsep, ide yang memancing pemikiran, serta pengetahuan khusus. Melalui bahasa, yang merupakan sistem lambang dan bunyi, manusia membangun makna dan menjembatani kesenjangan antar individu. Penelitian ini bertujuan untuk mengetahui ada atau tidaknya efektivitas penguasaan kosakata siswa sebelum dan sesudah penerapan model pembelajaran Fan-N-Pick strategi. Penelitian ini merupakan penelitian pre-eksperimental dengan desain one-group pre-test-post-test. Sedangkan populasi dalam penelitian ini adalah seluruh siswa kelas IV di salah satu sekolah dasar negeri yang beralamat di Kec. Plandaan, Jombang. Terdiri dari dua puluh siswa, dan sampelnya adalah delapan belas siswa. Siswa diberi pre-test sebanyak 20 pilihan ganda sebelum mendapatkan treatment dua pertemuan dengan menggunakan strategi Fan-N-Pick. Setelah treatment selesai, mereka mengerjakan post-test sama seperti soal pre-test. Setelah seluruh skor tes terkumpul, statistik deskriptif, uji normalitas, dan uji paired sample T-test diterapkan menggunakan SPSS. Hasil uji t menunjukkan bahwa Sig. (2-tailed) nilainya sebesar 0,000 lebih rendah dari nilai alpha sebesar 0,05. Hasil tersebut menunjukkan bahwa penguasaan kosakata siswa meningkat secara signifikan sesudah penerapan strategi Fan-N-Pick. Dengan demikian, strategi Fan-N-Pick efektif untuk mengajarkan kosakata. Sehingga sangat disarankan bagi guru bahasa Inggris untuk mengajarkan kosakata menggunakan strategi fan-the-pick.

INTRODUCTION

Since English is an international language, it is studied in numerous countries. English is widely used for international communication and is essential to knowledge, science, and technology. Thus, English is required to interact wherever, at any time, and with everyone. The four components of the English

language are reading, writing, speaking, and listening. Among those skills is vocabulary. Only with a vocabulary can one convey his ideas. To communicate effectively, a person who speaks a foreign language, like English, must first be familiar with its vocabulary (Sari & Aminatun, 2021). The vocabulary consists of the words that people always use for communication. For us to use language, vocabulary is essential. After they have mastered the vocabulary, learners find it easier to understand the phrases. One primary concern is vocabulary mastery. (Mandasari & Oktaviani, 2018).

Besides that, learning vocabulary is essential for the learner; as Wilkins says in Lewandowski (2018), "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." Furthermore, a lack of vocabulary knowledge will significantly hinder learning a language. Understanding a restricted number of vocabularies makes building better communication in a language school challenging. The more vocabulary learners acquire, the more engaging the learners can be. Teachers are advised to create appropriate and exciting techniques in the teaching and learning process and involve student motivation so that there is no boredom, especially in learning this vocabulary. Meanwhile, Riyanto (2014) said that the teacher takes a crucial role in the classroom since they can use engaging techniques to make students feel comfortable and motivated to study about the subject.

The researchers realize that an exciting way of teaching would encourage students to learn vocabulary more quickly. Since the researchers observed the school, the researchers discovered several problems; almost all of the 20 Grade IV students at a state elementary school located in Plandaan, Jombang did not know the vocabulary around them; this was proven when the researchers tried to ask several questions verbally regarding some 'nouns', such as "floor, roof, wall, etc.". Only two students can answer about two vocabularies. One student explained that this was because they did not emphasize memorization of vocabulary, which made them bored and afraid of learning the language. Students in such situations tend to view English vocabulary as a complicated subject, which makes most of them uninterested in learning because they do not know

how to deal with the problem. The class IV homeroom teacher said that the most challenging aspect of teaching English to the students is dealing with the vocabulary.

From the statement above, this study focuses on choosing a suitable technique or strategy that is a cooperative learning method to teach vocabulary; in this case, the Fan-N-Pick strategy is considered a proper technique. This model aims to improve students' social spirit, vocabulary mastery, and teamwork skills through team-building activities that can increase the activity and cooperation between students in the classroom. Therefore, the researchers aim to enhance students' English vocabulary mastery in class by exploring alternative teaching methods that supplement or go beyond those commonly used by general teachers. Iftanti (2015) states that an inspirational English teacher could use methods, approaches, and strategies to alter students' learning preferences.Based on the background above, the researchers would like to apply the Fan-N-Pick strategy to investigate its effectiveness in class IV of a state elementary school in Plandaan, Jombang in the academic year 2023/2024.

Previous studies have investigated using the Fan-N-Pick strategy in language teaching and learning. The survey by Riyanto (2014) shows that using the Fan-N-Pick strategy improves students' reading ability. Meanwhile, Karimi & Awaludin (2020) stated that using the Fan N-Pick learning approach is a good way to help elementary students improve their teamwork and English communication abilities. In 21st-century education, students need to acquire four essential skills: communication, critical thinking, creativity, and collaboration.In addition, Saktiani et al., (2022) indicated that the Fan-N-Pick method significantly affected the speaking abilities of senior high school students.

Several earlier studies have examined applying the Fan-N-Pick method in vocabulary instruction. In a quasi-experimental study, Ambia (2018) found that junior high school student's vocabulary knowledge can be considerably enhanced by using the Fan-N-Pick strategy. Furthermore, Yudiati & Andriyanto (2017) selected the Fan-N-Pick strategy to improve learning motivation and vocabulary mastery. Classroom action research was employed in the study; it was carried out

in two cycles, with three meetings per cycle and four stages total. This study is divided into four phases: planning, carrying out, observing, and reflecting. After using the Fan-N-Pick technique, they concluded that students were more motivated, produced better learning outcomes and that the classroom environment was more enjoyable.

The present study aims to investigate the effectiveness of the Fan-N-Pick strategy in enhancing elementary school students' vocabulary acquisition. This research endeavour addresses a significant research gap in the current body of literature, as no prior studies have implemented the Fan-N-Pick strategy in an Indonesian elementary school setting. While previous research has explored the effectiveness of this strategy in secondary schools, its application within the unique context of elementary education remains largely unexplored. This research gap necessitates further investigation to determine the suitability and efficacy of the Fan-N-Pick strategy for promoting vocabulary development among younger learners.

METHOD

The research method used in this research was a pre-experimental study whose design was one group pre-test and post-test. The population was fourth-grade students. It consisted of 20 students. The sample included eighteen students. Before the Fan-N-Pick strategy was implemented in the vocabulary class, all the students becoming the sample got a pre-test of a vocabulary test. After that, the class was taught vocabulary using the Fan-N-Pick strategy for two meetings, due to the limitations inherent to this research design. Two sessions allow for a preliminary evaluation of the Fan-N-Pick strategy's effectiveness in boosting vocabulary acquisition compared to baseline levels. It serves as a pilot test to assess the strategy's potential and inform the design of future studies with extended interventions for a more comprehensive evaluation of its long-term impact on vocabulary knowledge. After implementing the Fan-N-Pick strategy, a post-test was given to the students.

The present study employed two distinct testing methodologies for data collection: pre-test and post-test. This study used vocabulary tests to determine the students' scores before and after the Fan-N-Pick method was used. The validity and reliability of the vocabulary exam were evaluated before its administration to the students. The information was provided as vocabulary test results from the pre- and post-tests. Using SPSS version 16.0, all data tests were conducted. The pre-test scores were then computed to determine the mean score. The post-test results also received the same treatment. After that, the normality of the pre-and post-test results was determined. When both of the scores were already in normal distribution, their mean scores were compared. The results were evaluated using a paired sample t-test in order to determine whether there was a significant difference between the pre- and post-test mean scores. The purpose of doing this analysis was to test the hypotheses of this research.

FINDINGS AND DISCUSSION

The Students' Vocabulary Mastery before being Taught Using Fan-N-Pick Strategy

Due to the research design, conducting a pre-test was the initial action that had to be done. After the pre-and post-test results showed that the questions were valid and reliable, a pre-test was given before the Fan-N-Pick technique was used in the class. It was done to determine the former students' vocabulary mastery. Eighteen students were taking this kind of test. The researchers used the Fan-N-Pick strategy to teach vocabulary at the next meeting. In two meetings, it was completed. This was followed by the students' post-test at the following meeting so that it would be possible to determine the students' vocabulary competence after using the Fan-N-Pick strategy to acquire vocabulary.

Meanwhile, the results of the pre-test scores can be seen in the following table.

Table 1: The results of the pre-test scores

N	Valid	18
	Missing	0
Mean		61.39
Std. Error of Mean		3.203
Median		60.00
Mode		60
Std. Deviation		13.591
Variance		184.722
Range		55
Minimum		25
Maximum		80
Sum		1105

The table showed that there were 18 students who did pre-test. The researchers concluded that the highest score (H) was 80, the lowest score (L) was 25, the range (R) was 50, the median (Me) was 60, the mode (Mo) was 60, the mean score (M) was 61.39, the standard deviation (SD) was 13.591 and the variance (S2) was 184.722 and the total score (T) was 1105.

From the data above, the researchers concluded that the mean score in the pre-test is 61.39, which means that the student's vocabulary mastery before being taught using the Fan-N-Pick strategy is below the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) of seventy (70). It means that the pre-test score, according to the score interval is *low* because the score is below the KKM.

There are several reasons that the researchers have analyzed why student vocabulary mastery before being given treatment was low. One of the reasons was that some students said they were lazy to learn English. This laziness will cause the students more difficulty in achieving their learning goals. Kamsinah et al., (2021) informed that one of the factors that hinder mastery of English vocabulary is students' laziness. Often, students feel lazy when learning, especially when learning a foreign language, because they are accustomed to the mother tongue. If students are lazy, it will be difficult for teachers to direct them, and a lesson will be challenging to deliver well to students. Rosyada-AS & Apoko (2023) supported the statement above, they stated that, one factor that makes it difficult

for students to master English words is their laziness in acquiring and enriching their vocabulary.

Other reason was that they were bored with the learning process because the teacher often only used books and a whiteboard, and finally, when teachers taught, they ignored the teacher; they spoke with their friends, played more, and lost concentration. The teacher did not use learning methods that varied the process, so learning became monotonous, and students became bored and uninterested in English. A teacher should be able to encourage their students to study English while providing engaging activities for them to participate in. As a result, the learning process objectives can be achieved. It is supported by Murti et al. (2022) that dealing with students' challenges is the primary purpose of teaching the English language; appropriate solutions are required to minimize the present issues. Teachers can effectively teach English by implementing learning strategies and methods that engage students and make learning English enjoyable. This can be achieved by planning effective techniques and approaches.

In teaching English to young learners, as stated by McCloskey (2014) in Lestari et al. (2019) that there are eight guidelines that educators need to remember. These are: give students engaging, active roles in the learning process; support language development and practice through group projects; employ multifaceted, thematically structured activities; offer scaffolded, comprehensible input; make vocabulary learning active; integrate language with content; validate and integrate home language and culture; and set clear objectives and performance feedback. The following reason was that students felt shamed and eventually stopped responding because they were constantly worried about making mistakes and afraid of being criticized or laughed at by others. Murti et al. (2022) also asserted that difficulties caused by psychological issues in the classroom, such as shyness, wrong pronunciation, anxiety, lack of enthusiasm, worry about making mistakes, and low self-confidence.

Then, the last reason was that pronunciation of English vocabulary for students is a difficulty that almost all foreign language learners experience, especially elementary school students. Because spoken and written English are

different, the students had trouble pronouncing some English words. Rosyada-AS & Apoko (2023) affirmed that there are differences between Indonesian and English regarding vocabulary. They are not the same in meaning, usage, writing, or pronunciation. Reskiawan et al. (2020) added that the pupils faced various difficulties or obstacles when mastering words. Most of the pupils' difficulties were frequently related to learning vocabulary, including problems with word meaning interpretation, spelling, and pronunciation.

The Students' Vocabulary Mastery after being Taught Using Fan-N-Pick Strategy

After giving a pre-test to class IV students, the researchers carried out treatment for two meetings. Then, the researchers gave the students a post-test containing 20 questions taken from the pre-test after their treatment. This test was given to prove that there was an improvement in students' achievement in conducting the researchers's method. The complete data of the test are presented in the following post-test table:

Table 2: The results of post-test scores

N	Valid	18
	Missing	0
Mean		83.06
Std. Error of Mean		2.655
Median		85.00
Mode		85
Std. Deviation		11.264
Variance		126.879
Range		35
Minimum		65
Maximum		100
Sum		1495

The table showed that there were 18 students who did post-test. The researchers concluded that the highest score (H) was 100, the lowest score (L) was 65, the range (R) was 35, the median (Me) was 85, the mode (Mo) was 85, the

mean score (M) was 83.06, the standard deviation (SD) was 11.264 and the variance (S2) was 126.879 and the total score (T) was 1495.

From the post-test data results above, the researchers concluded that the mean score in the post-test is 83.06, which means that the student's vocabulary mastery after being taught using the Fan-N-Pick strategy is above the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) of seventy (70). It means that the post-test score, according to the score interval, is *good* because it is above the KKM.

Based on the researchers' analysis, there was a difference in the scores from the pre-and post-tests, indicating that the post-test scores increased. These differences could be due to several factors. First, students were motivated by being told how important English is and that it is not as scary or difficult as they thought. This awareness led to a growing sense of attraction towards the learning process. Filgona et al. (2020) argued that motivation is essential to encourage students to participate in academic activities. Determining the level to which students will learn from their activities or the content they are exposed to is also crucial. Higher-order cognitive processes are used by learners who are motivated to learn something. Setiawan & Wiedarti (2020) added, Students' motivation must be increased in order for them to learn English vocabulary. Students are more successful in learning vocabulary when they are more motivated. Grogan et al. (2018) affirmed that learning vocabulary becomes a problem, and motivated students will look for solutions, while unmotivated students have no interest in learning language at all.

The second factor was that giving a gift or reward to students is also a good idea for teachers to increase the motivation and students' enthusiasm in following the learning process. As Saleh et al. (2022) said, in order to increase students' enthusiasm for engaging with the learning process, supporting factors are required in addition to learning methods and strategies. Among them is the giving of rewards or awards. Teachers might show their appreciation for an act that a student has done well by rewarding them. As an expression of affection and appreciation for the skills and accomplishments of their students, teachers utilize

rewards as a type of positive reinforcement. Rewards can be anything that can make kids happy, such as smiles, praises, applause, back applause, etc (Rosyid, 2018, as cited in Saleh et al., 2022). Rewards can be given as material goods, figures, values, and compliments given verbally or non-verbally. Rewards motivate students to learn and improve their learning outcomes (Yunengsih & Syahrilfuddin, 2020).

Then, the third factor was that the most crucial in making students' mean post-test scores at a good level. This increase in learning outcomes was primarily due to students' increased vocabulary mastery after treatment using the Fan-N-Pick strategy, because, in this game, each student is given responsibility to be able to play their role. So that students have a great sense of responsibility and enthusiasm for the material being taught. Because, in this game, each student is given responsibility to be able to play their role. So that students have a great sense of responsibility and enthusiasm for the material being taught. With this Fan-N-Pick strategy, the researchers can find students who have not yet mastered the related vocabulary so that researchers can monitor them more closely and pay more attention to these students.

This is confirmed by Yudiati & Andriyanto, (2017) who stated that Cooperative Learning Fan-N-Pick includes factors that influence learning achievement that comes from outside students because Cooperative Learning Fan-N-Pick strategy has the advantage that students work together in small groups to help each other in Study. In Fan-N-Pick, teachers can have all students work in small groups and share with their friends, but each student has the same responsibilities and roles. Saktiani et al., (2022) verified that students have several opportunities to speak up and actively participate in the learning process when employing the cooperative learning technique, particularly when teaching vocabulary.

Significant Effectiveness of Using Fan-N-Pick Strategy to Teach Vocabulary

The researchers used a t-test after determining the mean scores from the pretest and posttest. The normality of the data must be determined before utilizing the t-test of paired samples to calculate the data. First, the normalcy of the data

was checked. The difference between their averages was computed once the vocabulary scores from the pre- and post-tests were in a normal distribution. The following table presents the result of its calculation.

Table 3: Results of Paired Sample T-Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidencce Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest– Posttest	-21.667	7.071	1.667	-25.183	-18.150	-13.000	17	.000

Based on the table above, it can be seen that sig. (2-tailed) 0.00 was lower than 0.05. For this case, H1 is accepted. The meaning of it is that there is significant difference between the mean score of pre-test and the mean score of post-test. In other words, we can say that there is significant effectiveness of using the Fan-N-Pick strategy to teach vocabulary.

The paired differences mean is -21.667, which is negative. This negative score indicates that the pre-test mean was lower than the post-test mean. This outcome validates the computation in the preceding table, which indicated that the students' vocabulary scores were lower before the treatment. Meanwhile, the result of sig. (2-tailed), which was 0.00, indicates that the significance of their differences is strong. To sum up, Fan-N-Pick strategy is effective to teach vocabulary.

While implementing the Fan-N-Pick strategy in the learning process, the researchers has identified several positive impacts of learning through the Fan-N-Pick. Students actively engage in the learning process while enjoying the game. Many initially quiet students have become enthusiastic and actively participate during the lessons. Additionally, because this technique is relatively new to them, every student is given the same responsibilities: student 1 fans the cards, student 2 selects a card and reads the question within, student 3 answers the question, and the last one verifies the answer. All of these activities have made learning

interesting for the students. This statemen is supported by Al Matrafi (2016) Fan-N-Pick strategy is a fun learning method, so students are interested and enjoy the learning process. Fan-N-Pick also builds a good team of work; in this method, they will feel they have responsibilities, so they are enthusiastic about the learning process while enjoying it.

English is indeed a subject that they were not interested in because students viewed English as a difficult and scary subject, and they also felt bored with the process of learning that dominates using books and whiteboards only. Syakir & Elihami (2020) verified that the old archetype of learning English aggravates difficulty in learning English; students always view English as a ghost, complicated, and boring. Therefore, creativity in the teaching process is required to assist students in changing their opinions of English. Learning English via games is one method for achieving this.

It is supported by Yulianjanin (2018), she stated that the characters of children and adults are not the same. They struggle to focus and pay attention, especially when learning new words. The first step in teaching children to love vocabulary is how to build it. Children want an enjoyable and user-friendly resource to help them easily recall vocabulary when needed. The subject matter will become more engaging and the learning process more productive and efficient when the proper technique is used. Thus, the goal can be achieved. Fan-N-Pick is a promising technique for effective vocabulary learning. It promotes collaboration, active thinking, and communication, leading to improved vocabulary mastery and a more engaging learning experience for all students (Ambia 2018).

CONCLUSION

This study investigated the effectiveness of the fan-n-pick strategy for teaching vocabulary to fourth grade students at a state elementary school in Plandaan, Jombang in the 2023/2024 academic year. Students' average pre-test score (61.39) indicated a "low" vocabulary level. However, after using the fan-n-pick strategy for vocabulary instruction, the average post-test score (83.06)

showed a significant improvement, reaching the "good" level. Statistical analysis confirmed this positive impact (paired sample t-test, p-value < 0.005). Therefore, the study concludes that the fan-n-pick strategy is an effective method for enhancing vocabulary acquisition in elementary school students.

Teachers are advised to implement the Fan-N-Pick strategy in their classes, particularly vocabulary classes. Since there are still many topics that this research has not addressed, it is also advised that future researchers look into the Fan-N-Pick strategy in greater detail.

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APPENDIX

KKM score Range Table

No.	Score	Grade	Level
1.	90-100	A	Excellent
2.	80-89	B	Good
3.	70-89	C	Sufficient
4.	60-69	D	Low
5.	<59	E	Very Low
KKM		**70**	

Every student who gets a score between 90-100 is in grade 'A' and is categorized as a student at the 'Excellent' level. A student who gets a score between 80-89 is in the grade 'B,' and he's among the 'Good' level students. Then, a student whose score is between 70-79 is in the grade 'C,' and it is all categorized as a student at the 'Sufficient' level. A 60-69 score includes a grade of 'D' and is categorized as level 'Low.' Lastly, a score <59 includes a grade of 'E' and is categorized as level 'Very Low.'