The Effect of the Fan 'n Pick Learning Method on Students' English Speaking Ability

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Abstract

English speaking ability is an essential productive skill in foreign language learning, particularly for vocational high school students who are expected to communicate actively and practically. However, speaking instruction in classrooms often encounters obstacles, such as low student participation and the use of less interactive learning methods. This study aims to examine the effect of the Fan 'n Pick learning method on the English speaking ability of Grade XI students at SMK Negeri 1 Pringapus. This study employed a quasi-experimental method with a pretest–posttest control group design. The research sample consisted of 70 students divided into an experimental group and a control group, each comprising 35 students. The experimental group was taught using the Fan 'n Pick method, while the control group received conventional instruction. The research instrument was a speaking ability test covering aspects of pronunciation, grammar, vocabulary, fluency, and comprehension. Data were analyzed using the Wilcoxon test and the Mann–Whitney test. The results showed a significant improvement in speaking ability in the experimental group, with the mean score increasing from 63.43 to 82.43 (p = 0.001). The control group did not show a significant improvement (p = 0.399). The difference in the mean Δ scores between the two groups was also statistically significant (p = 0.001). The conclusion of this study indicates that the Fan 'n Pick learning method has a significant effect on improving the English speaking ability of Grade XI students at SMK Negeri 1 Pringapus.

Keywords: Fan 'n Pick, speaking ability, English language, Cooperative learning

INTRODUCTION

Language is a Fandamental tool of communication that enables individuals to convey information, ideas, thoughts, and emotions effectively, thereby facilitating meaningful social interaction. Through both spoken and written forms, language Fanctions as a medium for expressing personal ideas and feelings so that messages can be clearly understood by others (Nasution Fauziah & Elissa, 2022). In social life, language plays a crucial role because it allows individuals to articulate intentions, share perspectives, and establish social relationships within the community. Without language, communication processes would be disrupted and mutual understanding among individuals would be difficult to achieve (Siregar et al., 2023). English language learning comprises four essential skills: listening, speaking, reading, and writing. Among these skills, speaking has gained increasing importance in foreign language education, as it serves as a primary means of direct communication in daily life (Alhaider, 2023). Speaking is a productive skill that involves producing oral language to express ideas, opinions, and messages effectively. Previous studies indicate that English speaking ability is a critical competence for learners of English as a foreign

language, as it enables them to communicate meaningfully and be understood by others. Nevertheless, speaking is often considered one of the most challenging skills to master due to its complex cognitive and linguistic demands (Sudarmo, 2021).

English speaking ability is particularly vital for vocational high school students, who are expected to possess practical communication skills relevant to real-world and workplace contexts. Speaking in a foreign language not only involves producing oral utterances but also Fanctions as a key medium for conveying ideas and engaging in intercultural communication. The development of speaking skills encourages students to actively use the target language in authentic communicative situations, which in turn enhances their communicative competence and self-confidence (Sevinchbonu, 2025; Armayani et al., 2025).

Despite its importance, numerous challenges persist in the teaching and learning of English speaking skills. Many students experience anxiety, fear, or embarrassment when required to speak in front of others, leading to low participation in classroom activities (Sari, 2023). Other common obstacles include limited opportunities for speaking practice, low learning motivation, fear of making mistakes, and excessive reliance on the mother tongue, all of which hinder students' oral performance (Riandini, 2025). In addition, monotonous teaching methods and insufficient mastery of linguistic components such as vocabulary, grammar, and pronunciation further contribute to students' difficulties in speaking English (Jannah et al., 2023). These findings suggest that speaking problems stem not only from learner-related factors but also from instructional approaches and classroom environments, highlighting the need for more interactive and student-centered teaching strategies.

One instructional approach that addresses these challenges is the cooperative learning model Fan-N-Pick, which emphasizes collaboration among students in small groups to support the learning process (Indah, 2021). This model is designed to increase student engagement, deepen conceptual understanding, and foster critical thinking skills through structured interaction during learning activities (Denitrius, 2022). In the Fan-N-Pick model, students take turns performing specific roles, asking and answering questions, and providing feedback, thereby creating a collaborative learning atmosphere that encourages spontaneous and confident speaking.

The implementation of the Fan-N-Pick cooperative learning model offers an innovative solution for developing students' speaking skills. Through role-sharing and turn-taking activities, students are motivated to actively participate in oral communication without feeling pressured. Empirical evidence suggests that this approach effectively enhances students' speaking ability and classroom participation (Ilmi, 2023). Furthermore, the incorporation of game-based elements in Fan-N-Pick creates an enjoyable learning experience that reduces anxiety and promotes equal speaking opportunities among group members. This model also supports the development of critical thinking and teamwork skills, which are essential for vocational education and future workplace demands. Research by Firdawati and Fatmasari (2024) confirms that cooperative game-based learning significantly improves students' speaking performance and social interaction.

Based on the aforementioned rationale, this study aims to examine the effect of the Fan 'n Pick learning method on the English speaking ability of Grade XI students at SMK Negeri 1 Pringapus. This research employs a quasi-experimental design using

a pretest–posttest control group approach, involving an experimental group taught through the Fan 'n Pick method and a control group taught using conventional instructional methods. The findings of this study are expected to contribute to the development of more interactive, collaborative, and contextually relevant English teaching strategies for vocational high school students.

METHOD

Research Design

This study employed a quasi-experimental research design, as it aimed to examine the effect of an independent variable on a dependent variable. A quasi-experimental design was selected because the researcher investigated a cause-and-effect relationship between variables by involving a comparison group or control group without random assignment at the individual level. A quasi-experimental design is characterized by three main features:

1. The independent variable is manipulated by the researcher;
2. Extraneous variables are controlled to minimize their influence on the results; and
3. The dependent variable is measured to determine the effect of the independent variable.

In this study, the independent variable was the Fan-N-Pick learning strategy, a cooperative learning technique applied to enhance students' English speaking ability. The dependent variable was the students' English speaking ability, which served as the outcome influenced by the implementation of the Fan-N-Pick strategy.

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_3
Control	O_2	-	O_4

Notes:
O_1 and O_3 = Pre-test to measure students' initial speaking ability
X = Treatment using the Fan-N-Pick strategy
O_2 and O_4 = Post-test to measure speaking ability after treatment

Population and Sample

The population of this study consisted of all eleventh-grade students at SMK Negeri 1 Pringapus in the 2024–2025 academic year. These students had relatively similar educational backgrounds and language proficiency levels.

A sample is a subset of the population selected to represent the characteristics of the population. Sampling is conducted to ensure that research findings can be generalized appropriately. This study employed purposive sampling to select classes with relatively similar academic characteristics. The sampling criteria were based on prior academic information to ensure equivalence between groups. To finalize the selection, random sampling was applied at the class level. According to Iliyasu and Etikan (2021), random sampling provides equal opportunities for each population member to be selected, assuming population homogeneity. The criteria for selecting the sample were as follows:

1. Average previous semester English scores ranging from 6 to 7;

2. Students aged between 15 and 19 years;
3. Students taught by the same English teacher;
4. Mixed gender composition.

Based on these criteria, two classes were selected: XI TSM 2 as the experimental group and XI TSM 1 as the control group.

Table 2. Sample of the Study

No	Group	Class	Male	Female	Total
1	Experimental	XI TSM 2	33	2	35
2	Control	XI TSM 1	31	4	35
Total			**64**	**6**	**70**

Research Instrument

The research instrument employed in this study was a speaking test designed to measure students' English speaking ability in both the experimental and control groups. The speaking test was administered twice, namely as a pre-test and a post-test, to capture students' performance before and after the instructional treatment. The assessment focused on five key aspects of speaking ability, including pronunciation, grammar, vocabulary, fluency, and comprehension, which collectively represent students' overall oral proficiency. Students' speaking performances were evaluated using a standardized speaking assessment rubric adapted from Brown (2004), ensuring that scoring was systematic, objective, and aligned with established criteria for assessing speaking skills in English language learning.

Data Collection Techniques

Data were collected through the administration of pre-tests and post-tests to both the experimental and control groups. The speaking test required students to deliver an oral descriptive text about tools in English, allowing the researcher to assess their speaking ability in a structured and comparable manner. The pre-test was conducted prior to the treatment to determine students' initial speaking proficiency, while the post-test was administered after the instructional intervention to measure any improvement resulting from the application of the Fan-N-Pick strategy. In addition to test data, and documentation in the form of photographs and audio recordings was used to support the data collection process and to provide contextual information regarding the implementation of the teaching strategies during the research.

Data Analysis Techniques

After the pre-test and post-test data were collected, statistical analysis was conducted to examine the effect of the instructional treatment on students' speaking ability. Prior to hypothesis testing, a normality test was performed using the Kolmogorov–Smirnov test in SPSS version 26 to determine whether the data were normally distributed (Kwak & Park, 2019). Subsequently, a homogeneity test was conducted to assess the equality of variances between the experimental and control groups, also using SPSS version 26 (Fauzi & Pradipta, 2018). After the data met the required parametric assumptions, an independent sample t-test was applied to identify whether there was a statistically significant difference in speaking ability between the two groups, thereby determining the effect of the Fan-N-Pick learning strategy.

RESULT AND DISCUSSION

Characteristics of Respondents

Table 3. Characteristics of Respondents

Variable		Control n = 35	Experimental n = 35
Gender	Female	4 (11.4)	2 (5.7)
	Male	31 (88.6)	33 (94.3)
Age (Years)	15	0 (0)	1 (2.9)
	16	19 (54.3)	10 (28.6)
	17	10 (28.6)	19 (54.3)
	18	5 (14.3)	4 (11.4)
	19	1 (2.9)	1 (2.9)
Mean		16.8±0.7	16.8±0.7

Table 3 presents the demographic characteristics of Grade XI students at SMK Negeri 1 Pringapus in both the control group and the eksperimental group, each consisting of 35 students. The distribution of gender and age between the two groups shows relatively comparable patterns. In the control group, the majority of students were male, totaling 31 students (88.6%), while female students accounted for 4 students (11.4%). Similarly, the eksperimental group was predominantly male, with 33 students (94.3%) and only 2 female students (5.7%). Regarding age distribution, students in the control group were mostly 16 years old, with 19 students (54.3%), followed by 17-year-old students totaling 10 students (28.6%). Smaller proportions were observed among students aged 18 years (14.3%) and 19 years (2.9%). In the eksperimental group, the highest proportion of students were 17 years old, amounting to 19 students (54.3%), followed by 16-year-old students with 10 students (28.6%). The remaining students were aged 18 years (11.4%), 19 years (2.9%), and 15 years (2.9%). The mean age of students in both groups was identical, at 16.8 ± 0.7 years, indicating that the control and intervention groups were comparable in terms of age characteristics.

Results of Students' Speaking Ability Test

The results of students' speaking ability were obtained based on a speaking assessment rubric adapted from Brown (2004), which evaluates five components of speaking performance: pronunciation, grammar, vocabulary, fluency, and comprehension. The assessment was conducted through a pre-test and a post-test administered to both the experimental group (Class XI TSM 2) and the control group (Class XI TSM 1). This section presents a descriptive analysis of the pre-test and post-test results for each group to illustrate changes in students' speaking performance after the instructional treatment.

Table 4. Distribution of Speaking Test Scores in the Experimental Group

Score Interval	Category	Pre-test	Post-test

		n = 35	%	n = 35	%
86–100	Very Good	1	2.9	15	42.9
71–85	Good	5	14.3	13	37.1
56–70	Fair	22	62.9	6	17.1
< 55	Poor	7	20.0	1	2.9

The post-test results reveal a marked positive shift in score distribution. The "very good" category became the most dominant, with 15 students (42.9%), followed by the "good" category with 13 students (37.1%). The number of students in the "fair" category decreased significantly to 6 students (17.1%), while the "poor" category was reduced to only 1 student (2.9%). These findings indicate that the implementation of the Fan-N-Pick learning strategy in the experimental group led to a clear improvement in students' English speaking ability across performance categories.

Table 5. Distribution of Speaking Test Scores in the Control Group

Score Interval	Category	Pre-test		Post-test	
		n = 35	%	n = 35	%
86–100	Very Good	0	0	0	0
71–85	Good	14	40.0	3	8.6
56–70	Fair	20	57.1	30	85.7
< 55	Poor	1	2.9	2	5.7

As opposed to the results of the study in the experimental group, the post-test result in the control group did not manifest a significant increase in the score distribution. The number of students labeled "very good" remained at 0 students (0%) in both the pre-test and post-test. The number of students labeled "good" significantly decreased from 14 students (40.0%) in the pre-test to 3 students (8.6%) in the post-test. Meanwhile, the number of students labeled "fair" significantly increased from 20 students (57.1%) to 30 students (85.7%), and this category is the most dominant in the post-test result. The "poor" category slightly increased from 1 student (2.9%) to 2 students (5.7%). Consequently, the results obtained from the experiment suggest that the students within the control group did not experience any significant level of improvement in the way in which they handled the aspects related to speaking. Instead, the results were shifting towards the "fair" category, which indicated a stable state for the students' speaking ability.

Results of the Pre-test and Post-test Comparison in the Experimental and Control Groups

Table 6. Mean Pre-test and Post-test Scores in the Control and Experimental Groups

	Control		p-value	Experimental		p-value
	Pre	*Post*	0.399	*Pre*	*Post*	0.001
Mean ± SD	68.7±6.3	69.8±5.2		63.4±8.7	82.4±8.5	

Table 6 presents the mean pre-test and post-test scores of students' English speaking ability in both the control group and the experimental group. In the control group, the mean pre-test score was 68.7 ± 6.3, while the mean post-test score slightly increased to 69.8 ± 5.2. In contrast, the experimental group demonstrated a substantial improvement, with the mean score increasing from 63.4 ± 8.7 in the pre-test to 82.4 ±

8.5 in the post-test. Prior to hypothesis testing, a normality test was conducted, and the results indicated that the data in both groups were not normally distributed. Therefore, the Wilcoxon signed-rank test was applied to examine differences between pre-test and post-test scores within each group. The Wilcoxon test results for the control group yielded a p-value of 0.399, indicating that there was no statistically significant difference between the pre-test and post-test scores. Conversely, the Wilcoxon test results for the experimental group produced a p-value of 0.001, which indicates a statistically significant improvement in students' speaking ability after the implementation of the Fan-N-Pick learning strategy.

Further analysis was conducted by calculating the mean difference (Δ score) between pre-test and post-test scores for each group, as presented in Table 7. The experimental group achieved a mean Δ score of 19.0 ± 9.4, which was substantially higher than the control group's mean Δ score of 1.14 ± 6.4.

Table 7. Mean Δ Scores of the Control and Experimental Groups

	Control	Experimental	p-value
Mean Δ Score ± SD	1.14 ± 6.4	19.0 ± 9.4	0.001

The normality test results showed that the Δ score data in the control group were not normally distributed, while the Δ score data in the experimental group followed a normal distribution. Due to this condition, a Mann–Whitney U test was employed to analyze the difference in mean Δ scores between the two groups. The Mann–Whitney test revealed a p-value of 0.001, indicating a statistically significant difference in speaking ability improvement between the control group and the experimental group.

DISCUSSION

This study aimed to examine the effect of the Fan 'n Pick learning method on the English speaking ability of Grade XI students at SMK Negeri 1 Pringapus. The findings demonstrate that the implementation of the Fan 'n Pick method had a significant positive impact on students' speaking ability in the experimental group compared to those taught using conventional methods in the control group. The statistical results revealed that students in the experimental group experienced a substantially greater improvement in speaking performance than those in the control group. The mean pre-test score of the experimental group was 63.4±8.7 which increased to 82.4±8.5 in the post-test, resulting in a mean Δ score of 19.0 ± 9.4. This improvement was statistically significant, as indicated by a p-value of 0.001. In contrast, the control group showed only a marginal increase in mean scores, and the difference between pre-test and post-test scores was not statistically significant (p = 0.399). These results indicate that the Fan 'n Pick learning method was effective in enhancing students' English speaking ability.

The frequency distribution of speaking ability categories in the experimental group further illustrates this improvement. Prior to the intervention, the majority of students were categorized at the "fair" level (62.9%). After the implementation of the Fan 'n Pick method, a clear shift toward higher performance levels was observed, with

42.9% of students achieving the "very good" category and 37.1% reaching the "good" category. This distributional shift suggests that the Fan 'n Pick method not only improved average scores but also elevated students' overall speaking proficiency levels. The findings of this study are consistent with previous research emphasizing the effectiveness of interactive and communicative learning methods in improving students' English speaking skills. Yudiati Rini and Achmad (2021) reported that the use of the Fan-N-Pick media increased students' active participation in English learning, particularly in vocabulary mastery among first-grade students at SMP YAS'A Sumenep. Their study showed that the use of Fan-N-Pick helped students overcome difficulties in memorizing and pronouncing English vocabulary, leading to improved language performance. These findings support the notion that active student engagement is a crucial factor in enhancing speaking ability.

Fan-N-Pick is a cooperative learning model developed by Spencer Kagan and Miguel Kagan, which emphasizes active interaction among students and positions learners at the center of the learning process (Vegetari et al., 2020). The model is implemented through small-group activities using question cards, where each student takes turns performing specific roles such as asking questions, answering, elaborating responses, and providing feedback (Seran et al., 2024). This structured interaction encourages continuous participation and reduces students' anxiety in speaking, as responsibility is shared among group members. When applied appropriately and in accordance with cooperative learning principles, the Fan-N-Pick model has been shown to enhance students' motivation, interaction, and learning outcomes (Denitrius, 2022). These principles include positive interdependence, individual accountability, face-to-face interaction, the development of social skills, and group process evaluation (Kanigara et al., 2022). The significant improvement observed in the experimental group suggests that these cooperative principles were effectively implemented in the present study.

In contrast, the score distribution in the control group showed minimal improvement compared to the experimental group. Most students in the control group remained in the "fair" category after the post-test (85.7%), while the proportion of students in the "good" category decreased to 8.6%, and the "poor" category slightly increased from 2.9% to 5.7%. These findings indicate that conventional teaching methods, which tend to be teacher-centered and less interactive, were insufficient to significantly enhance students' speaking ability. The statistical analysis further reinforces this conclusion. The Wilcoxon signed-rank test revealed no significant difference between pre-test and post-test scores in the control group (p = 0.399), whereas a significant difference was found in the experimental group (p = 0.001). This evidence confirms that the improvement in speaking ability was attributable to the implementation of the Fan 'n Pick learning method rather than to incidental or external factors.

The disparity in outcomes between the experimental and control groups can be attributed to the distinctive characteristics of the Fan 'n Pick method, which promotes direct student engagement through interactive activities, language games, and varied learning tasks that stimulate verbal participation. Unlike more passive instructional approaches, Fan 'n Pick encourages students to speak actively in a supportive and collaborative learning environment. These findings suggest that the Fan 'n Pick learning method can serve as an effective instructional strategy in English language

teaching, particularly for developing speaking skills. Speaking is widely recognized as one of the most challenging productive language skills, as it requires continuous practice in authentic communicative contexts. Cooperative learning approaches such as Fan-N-Pick provide students with ample opportunities to interact, communicate, and practice speaking in a meaningful way, thereby enhancing both participation and oral proficiency. This conclusion is supported by classroom action research conducted by Denitrius (2022), which found that the implementation of the Fan-N-Pick model significantly improved students' speaking achievement and learning completeness among eighth-grade students at SMPN Satap Wolomapa.

Furthermore, other studies have demonstrated that collaborative or cooperative learning approaches generally result in greater improvements in students' English speaking skills compared to conventional instruction. Suwarni and Natsir (2024) reported that students taught using collaborative learning strategies showed significantly higher speaking performance than those taught using traditional methods. These findings align with the results of the present study, reinforcing the effectiveness of cooperative learning in speaking instruction. Learning methods that emphasize authentic conversational activities have also been shown to enhance students' confidence in speaking English, which is a critical factor in productive language skills. Iswindarti and Hartono (2021) found that the use of learning-by-conversation approaches positively influenced students' English achievement by increasing verbal interaction and engagement, thereby improving speaking ability. Similarly, Asgawanti et al. (2025) reported that participation in group discussion activities not only improved students' speaking skills but also strengthened their self-confidence in using English, as students felt more comfortable and actively involved in communication. Pedagogically, the findings of this study imply that English teachers should consider implementing innovative and interactive learning methods to foster more effective speaking instruction. Overall, this study confirms that active, communicative, and enjoyable learning methods such as Fan 'n Pick can significantly enhance the effectiveness of English speaking instruction for vocational high school students, particularly within the context of secondary vocational education.

CONCLUSION

Based on the findings of this study, it can be concluded that the implementation of the Fan 'n Pick learning method resulted in a significant improvement in the English speaking ability of Grade XI students at SMK Negeri 1 Pringapus. A significant difference was found between the pre-test and post-test scores of students in the experimental group, while no significant difference was observed in the control group that was taught using conventional instructional methods. Furthermore, the comparison between the experimental and control groups confirms that the Fan 'n Pick method had a significantly greater effect on students' speaking ability than conventional teaching approaches, indicating that this cooperative and interactive learning method is effective in enhancing students' English speaking performance.

RECOMENDATION

Based on the results of this study, English teachers are recommended to adopt the Fan 'n Pick learning method as an innovative and interactive instructional strategy

to improve students' speaking ability by creating an active and communicative classroom environment. In addition, schools are encouraged to support the implementation of cooperative learning methods such as Fan 'n Pick by providing adequate learning facilities and professional development opportunities for teachers, so that English language instruction can be conducted more effectively and aligned with students' learning needs.

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