ABSTRACT
The objective of the research are: (1) to prove whether or not fan-n-pick method is more effective than grammar translation method in teaching reading comprehension, (2) to prove whether or not students who have high self-confidence have better reading skill than those who have low self-confidence, and (3) to prove whether or not there is an interaction between teaching methods and students' self-confidence on the students' reading skill.

The research was conducted at SMPN 2 Kejobong, Purbalingga. The research belongs to experimental study. The population was the eighth grade students of SMPN 2 Kejobong in the academic year of 2012/2013. The technique used to get the sample was cluster random sampling. Test (reading test) and non test (self-confidence questionnaire) techniques were used to collect the data. They were tried-out to be a valid and reliable instrument. The data of reading test were analyzed by using multifactor analysis of variance 2 x 2. Then, they were analyzed by using Tukey test.

The result of inferential analysis of the data shows that fan-n-pick method is more effective than grammar translation method to teach reading. Second, the students having high self-confidence have better reading skill than those who have low self-confidence. Third, there is an interaction effect between the teaching methods used and students' self-confidence in teaching reading. Fan-n-pick method is more effective than GTM for teaching reading for students having high self-confidence and GTM is more effective than fan-n-pick method for teaching reading for students having low self-confidence.

Based on the research findings, it can be concluded that fan-n-pick method is an effective method to teach reading, and the effectiveness of this method is affected by the level of the students' self-confidence.

Keywords: experimental, fan-n-pick, reading skill, and self-confidence
words, but also an important activity in language class and a means of consolidating and extending knowledge of the language. Learning reading in schools has not been done through the correct process. Teachers often teach reading to the students unsystematically. They do not know the nature of teaching reading. Teaching reading means helping students to comprehend words, sentences, or texts easily.

Burn, Roe, and Ross (1984: 10) state that reading is a thinking process. It involves the process of recognizing words which requires interpretation of graphic symbols. Meanwhile, Aebersold and Field (1997: 15) say that reading is what happens when people look at a text and assign meaning to the written symbols in that text. It means that reading is a thinking process to give interpretation to the printed text based on their knowledge.

Reading is one of English skills that should be taught integratedly, but it is regarded as the most difficult language skill to learn for learners. According to Patel (2008: 113), reading is the most useful and important skill for students. It is often perceived as the most difficult language skill. In fact, the students are not capable to read and comprehend the content of text correctly. The reason is that they are poor in identifying word meaning, main idea of the text, detail information, implicit information, and reference.

Besides that reason, there is another factor that makes reading difficult. The other reason is that there are many kinds of texts in English, such as narrative, descriptive, recount, spoof and many more. Each text has different characteristics. They are generic structure, social function, and language features. Usually the student cannot differentiate each text from another and they mix all kinds of texts. This will be a challenge for the teacher to find out how the student can distinguish each kind of text.

To solve that problem, a teacher must find out how to make them able to distinguish each kind of text, the teacher must also try to develop the students’ reading skill which includes identifying word meaning, main idea of the text, explicit information, implicit information, and reference. They must also find out an interesting method to teach reading, so the students will be interested in reading class.

According to Kagan (1994: 118), there are some interesting methods to teach reading under cooperative learning structures like fan-n-pick. This method is used to check the students’ understanding about the content of the text they read, to introduce a new topic, review material that has been delivered by the teacher, increase the students’ mastery of reading skills, thinking skills, communication skills, and information sharing. Fan-n-pick method also gives the
students new venues to express themselves, practice self-control, learn in different ways, and master and retain the lessons they have learned. They have come to realize that learning effectively takes more forms than they were introduced to before. From the explanation above, it can be said that fan-n-pick is an interesting method to teach reading effectively in the classroom. It can build the students' self-confidence in expressing their opinion in reading activity.

Another teaching method which is used in the research is grammar translation method. According to Richards (2001: 5-6), GTM dominated language teaching from the 1840s to the 1940s (and is still being used in some of today's classrooms). It approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. Reading and writing are the major focus; little or no systematic attention is paid to speaking and listening (oral language). There is no discussion in this method. The students cannot share their ideas to answer the questions of the text. As explained above, the focus of this method is on reading and writing, there is no chance for the students to discuss their answers.

According to Dornyei (2005: 211), self-confidence shares a common emphasis on the individual’s beliefs about his or her attributes and abilities as a person. It is the expected probability that a person will achieve a goal in a certain situation because it is relative to the prescribed situation, task, and expectations. The most important factor that determines the performance of students in school is neither intellect, nor energy or talent. It is the amount of self-confidence that a student has which decides how much he will be able to use his talent, energy, and intellect. In reading activity, the students who have high self-confidence are more focused and not ashamed to ask questions that they cannot answer. Meanwhile, the students who have low self-confidence are more passive.

This research consists of some variables. They are dependent, independent, and attributive variables. The dependent variable here is the students' reading skill. The independent variables of this research are more than one because it uses factorial design. They are fan-n-pick and grammar translation methods. The attributive variable of this research is students' self-confidence. Those variables which consist of experimental and attributive, are hoped to influence the students' reading skill especially fan-n-pick as the cooperative method in teaching reading. This method will also make the students' self-confidence in reading comprehension.
higher. If they have high self-confidence in expressing their opinion about the content of the text they read, their reading skills will be better. The students finally can be good readers.

This study is aimed at finding out: (1) whether fan-n-pick method is more effective than grammar translation method in teaching reading comprehension, (2) whether students who have high self-confidence have better reading skill than those who have low self-confidence, and (3) whether there is an interaction between teaching methods and students' self-confidence on the students' reading skill.

METHODS
According to Kerlinger (1992: 449), research design is the plan and structure of investigation, conceived so as to obtain answers to research questions. The plan is the overall scheme or program of the research. It includes an outline of what the investigator will do, from writing the hypotheses and their operational implications to the final analysis of data.

Kerlinger (1992: 450) states that research design has two basic purposes: (1) to provide answers to research questions and (2) to control variance. Design helps investigators obtain answers to the questions of research and also to control the experimental, extraneous, and error variances of the particular research problem under study. He also states that research designs are invented to enable researchers to answer research questions as validly, objectively, accurately, and economically as possible.

There are about five kinds of research method, they are one shot case-study, single group pre- and post-tests experimental design, experimental and control groups post-test only design, two experimental groups post-test only design, and factorial designs (Hartoyo, 2010). In this research, the writer used the fifth design what's called factorial designs. According to Tuckman (1972: 133), factorial designs are modifications of the true experimental designs, with the further complication that additional independent variables (usually moderator variables) are included in addition to the treatment variables.

In this design there are some steps which should be done to get the data. Firstly, the writer chose the population, then, she took the sample randomly. She got two groups as the samples, experimental and control. Then, she gave treatments to the students. After giving some treatments to the students for nine times, she gave post-test to them.

The research was conducted from July to December 2012. This point presents about population, sample, and sampling of the research.

Best (1981: 8) points out that a population is any group of individuals that has one or more characteristics in common that is of interest to the
research. A population is a set (or collection) of all elements processing one or more attributes of interest (Arikunto, 2007: 130). In this research, the population are the eighth grade students of SMPN 2 Kejobong in the academic year of 2012/2013. There are four classes of eighth grade students in SMPN 2 Kejobong. Those are the population of this research.

According to Best (1981: 8) a sample is a small proportion selected for observation and analysis. By observing the characteristics of the sample, the researcher can make certain inference about the characteristic of the. The sample is made up of the students from the population who are chosen to participate in the study. The samples of the research are two classes of eighth grade students of SMPN 2 Kejobong which consist of 24 students each class.

According to Kerlinger (1992: 180), cluster sampling as the most often used method in surveys, is the successive random sampling of units, or sets and subsets. A cluster can be defined as a group of things of the same kind. It is a set of sample elements held together by some common characteristics. In cluster random sampling, the universe is partitioned into clusters. Then, the clusters are sampled randomly. In this case, all members of selected groups have similar characteristic. Based on this idea cluster random sampling is a sampling technique that chooses the sample of study randomly by taking certain classes that have similar characteristic. So, among the four classes, the writer decided to take only two classes (VIII-B and VIII-D) as the samples of the study, which consists of 48 students. In this case, 24 students were taken from class VIII-B and 24 students from class VIII-D. This number of samples was considered representative enough used as a subject of research.

To measure the students’ self-confidence, the writer used questionnaire. There were 50 questions related to the students' self-confidence. These questions were formulated based on the indicators of self-confidence. To measure the students' reading skill, the writer used reading test.

Arikunto (2007: 139) defines that test is a set of questions or exercises or other means used to measure skill, knowledge, intelligence, ability, or talent of an individuals or group of people. Based on the definition above, test is a profile of the study results in the written form. This profile is then used to know standard of students’ achievement. For educators, this profile will be used to determine the next learning process. In administering a test, it is important to set and determine an understandable instruction. It is necessary since there have been some cases in which students failed to do the test due to their inability to understand the given instruction. From the explanation above, the writer gave
test to the students in form of multiple choices. There were 50 numbers of questions. The students were asked to answer the questions in 60 minutes.

According to Kerlinger (1992:192), data means research results from which inferences are drawn, while analysis means the categorizing, ordering, manipulating and summarizing of data to obtain answers to research questions. The purpose of the analysis is to find out whether the experiment is successful or not to answer the research problem. Data analysis explains the kind of statistics analysis which is used. There are two kinds of data analysis methods. First, descriptive statistics (to analyze data by using frequency distribution: mean, median, modus, deviation standard, histogram and polygon) and second is inferential analysis.

The research belonged to quasi experimental which used factorial design, because the independent variable in the research was more than one. They were fan-n-pick method and GTM in teaching reading comprehension. According to Tuckman (1972: 262), analysis of variance, however, can be used for almost any number of independent variables, but it is typically used for two, three, or four. When using a factorial design that includes an independent variable, the size of the analysis of variance is equal to the number of independent and moderator variables, called factors. There are two requirements dealing with ANOVA test. They are normality and homogeneity tests. According to Kerlinger (1992: 415), it is assumed in using the t- and F-tests (and thus the analysis of variance), for example, that the samples with which the researchers work have been drawn from populations that are normally distributed. It is said that if the population from which samples are drawn are not normal, then statistical tests that depend on the normality assumption are vitiated. As a result, the conclusions drawn from sampled observations and their statistics will be in question. The sample is in normal distribution if $L_o < L_t$ or $L_o < L_t$. The next important point is that of homogeneity. It is assumed, in analysis of variance, that variances within the groups are statistically the same. That is, variances are assumed to be homogeneous from group to group, within the bounds of random variation. If this is not true, the F-test is vitiated (Kerlinger, 1992: 416). The data are homogeneous if $\chi^2_o$ is lower than $\chi^2_t$. The writer decided to use ANOVA (analysis of variance) to analyze the research data.

Besides ANOVA test, Tukey’s test was used to find the level of mean difference. The finding of $q$ is found by dividing the difference between the means by the square root of the ratio of the within group variation and the sample size.
RESULTS AND DISCUSSION

The description of the data is based on the groups which are divided into eight as follows: (1) descriptive analysis of the data of reading test of the students as experimental group taught by using fan-n-pick method ($A_1$) shows that score is 58 up to 84, the mean is 73.3, the median is 73.5, the mode is 70.83, and the standard deviation is 6.338; (2) descriptive analysis of the data of reading test of the students as control group taught by using GTM ($A_2$) shows that score is 62 up to 78, the mean is 70.8, the median is 70.50, the mode is 69.5, and the standard deviation is 3.837; (3) descriptive analysis of the data of reading test of the students having high self-confidence ($B_1$) shows that score is 62 up to 84, the mean is 73.9, the median is 74, the mode is 72, and the standard deviation is 5.688; (4) descriptive analysis of the data of reading test of the students having low self-confidence ($B_2$) shows that score is 58 up to 78, the mean is 70.2, the median is 71.28, the mode is 72, and the standard deviation is 4.669; (5) descriptive analysis of the data of reading test of the students having high self-confidence as experimental group taught by using fan-n-pick method ($A_1 B_1$) shows that score is 70 up to 84, the mean is 78.33, the mode is 77.75, and the standard deviation is 3.729; (6) descriptive analysis of the data of reading test of the students having high self-confidence as control group taught by using GTM ($A_2 B_1$) shows that score is 62 up to 74, the mean is 69.5, the mode is 69.17, and the standard deviation is 3.415; (7) descriptive analysis of the data of reading test of the students having low self-confidence as experimental group taught by using fan-n-pick method ($A_1 B_2$) shows that score is 58 up to 74, the mean is 68.3, the mode is 69.50, and the standard deviation is 4.658; and (8) descriptive analysis of the data of reading test of the students having low self-confidence as control group taught by using GTM ($A_2 B_2$) shows that score is 62 up to 78, the mean is 72.0, the mode is 72.70, and the standard deviation is 4.221.

Then, based on the result of normality test it was found that the sample was on normal distribution because $L_o$ ($L$ obtained) is lower than $L_t$ ($L$ table) at the level of significance $\alpha = 0.05$. The data were homogenous because $\chi^2_o$ is lower than $\chi^2_t$ at the level of significance $\alpha = 0.05$. Furthermore, the $H_o$ was rejected because $F_o$ was higher than $F_t$ ($F_o > F_t$).

Based on the above result it can be stated that (1) Fan-n-pick method is more effective than GTM to teach reading. Fan-n-pick is one of the cooperative methods that can make the students more enjoyable in learning activity. Reading activity is more fun if it uses this method. One of the characteristics of cooperative methods is that there is a group discussion during learning activity. It makes the students more active in the classroom. According to Skidmore (2008:
fan-n-pick is a method that helps all students in the learning process. Fan-n-pick uses a set of cards for each group of four students. These cards consist of some questions about the content of the text the students read. The students are asked to answer the question on the card one by one in their group. Although it is frightening to answer the question of the text orally in front of the class, it is easy for students to talk with a supportive teammate. It can build their self-confidence. And it can be said that fan-n-pick is used to check the students’ understanding about the content of the text they read, to introduce a new topic, review material that has been delivered by the teacher, increase the students’ mastery of reading skills, thinking skills, communication skills, and information sharing. According to Kagan (1994: 15-17) there are some advantages of fan-n-pick method. Fan-n-pick method gives the students new venues to express themselves, practice self-control, learn in different ways and master and retain the lessons they have learned. Another method that can be used to teach reading is grammar translation method (GTM), but it is an old method. According to Richards (2001: 5-6), there are some characteristics of grammar translation method. One of the characteristics of this method is that the teacher has authority in the classroom. It makes the students more passive in learning activity. There is no group discussion, so there is no information sharing in answering the questions related to the content of the text they read. Richards (2001: 5-6) also says that this method approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. It can be said that the method requires students to translate whole texts word-for-word. It just focuses on grammar pattern and translation, not the content of the text the students read. Questions and answer during learning activity are also very limited. The answer of the questions is not various and it is almost the same because the teacher gives the correct answer just based on the text. The students cannot express their opinion freely in answering the question because they are not given a chance to discuss with other during learning activity. It makes reading a boring activity in the classroom. Based on the explanation above, it can be concluded that fan-n-pick method is more effective than GTM to teach reading especially to eighth grade students; (2) Students who have high self-confidence have better reading skill than those who have low self-confidence. Having high self-confidence is necessary for students. Confident students trust their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan, and expect. If they
have high self-confidence, they will be able to perform their personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity. Students who have high self-confidence pay more attention in class, get along better with their peers and generally have a more focused and inquisitive attitude because they feel good or comfortable with who they are. They are more focused and do not hesitate to ask questions. Asking questions in the classroom requires certain courage to stand up and interrupt the teacher to ask a question, and it requires self-confidence to do that. They can do that if they feel capable, competent, and energetic in the classroom. They trust their own abilities and don’t fear failure in learning process. In contrast, the students who have low self-confidence tend to study lazy or they are not able to solve their problem, and they do not commit something with their new ideas. Students having low self-confidence cannot express their answers of the questions freely. They might not stand up and ask the teacher to explain once more even though they are struggling to get a concept right. This creates obstacles to their learning. They are not able to share the information they get from the text. During the discussion, they are passive. They just listen what others say about the answers of the questions. Then they agree with their answers without giving any comments or different answers. Based on the explanation above, it can be concluded that the students who have high self-confidence are more active in reading activity than those who have low self-confidence. When they are active in reading activity, their reading skill will be better. That is why the students who have high self-confidence have better reading skill than those who have low self-confidence; and (3) There is an interaction between teaching methods and self-confidence. The students who have high self-confidence are active enough in reading activity. They have high willingness to read the text without being guided too hard by their teacher. When they are taught by using fan-n-pick method, they can share idea each other in a group discussion. High self-confidence students make a lot of friends and engage themselves in a group discussion. Discussion brings various viewpoints to the forefront in a common place, thereby enriching everyone by giving a multi-angle view of the topic. In this situation, teacher just helps the students to have a good understanding about the content of the text they read. By using fan-n-pick method, students can adjust their reading skills to the level of their partner because they are working together. They also encourage and support each other in language use (Kagan, 1994: 15-17). It means that teaching steps of this method can build the students’ self-confidence in
the classroom because there is an interaction among students especially when they share the answers of the questions related to the text given by the teacher. That is why fan-n-pick method is more effective than GTM to teach students who have high self-confidence. In contrast, GTM is more effective to teach students who have low self-confidence. Teaching reading using GTM is easier to do than using fan-n-pick, but it is boring. Larsen (2001: 17-18) states that the weak point of grammar translation method is that the teacher has authority in the classroom. It can be said that the teacher plays a bigger role than students in learning activity. There is no group discussion activity. It means that the students do not share their answers of the questions with the others. The students who have low self-confidence are very happy because they do not need to share ideas in answering the questions of the text. Low self-confidence can influence the students to feel too anxious, nervous, or worried about.

They are always ashamed to answer the questions in front of the other students. It makes them very passive during reading activity. That is why GTM is more appropriate to teach reading to students having low self-confidence. It means there is an interaction between teaching methods and students’ self-confidence to teach reading.

CONCLUSION AND SUGGESTION
Based on the findings, it can be concluded that fan-n-pick is an effective method to teach reading. The effectiveness of the method is determined by the level of the students’ self-confidence. Fan-n-pick is more effective than GTM to teach students who have high self-confidence. For the students who have low self-confidence, GTM is more effective than fan-n-pick to teach reading. The writer hopes that it can be a reference for the English teachers to teach reading creatively and it can be references for other researchers to conduct further research.

BIBLIOGRAPHY


