

The Effect of Using Think Aloud Pair Problem Solving (TAPPS) on the Eight Grade Students' Reading Comprehension Achievement at SMP Islam Gumukmas Jember

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ABSTRACT

This research was intended to investigate whether or not there was a significant effect of using Think Aloud Pair Problem Solving (TAPPS) technique on the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas Jember. The area and subjects of this research were chosen purposively by using purposive method. Because this research was a quasi-experimental research with Post-test Only Control Group Design, there were two groups of students, they were the experimental and control groups. Then, to know whether or not there was a significant effect of using TAPPS technique on reading comprehension achievement, it was used as teaching technique in teaching reading in this research. The result revealed that the use of TAPPS technique on reading comprehension achievement was effective. This could be seen from the t-test analysis. The value of significance (2-tailed) was less than 0.05 (confidence interval 95%) that was 0.043. It indicated that the result of t-test analysis was significant. This is likely due to the implementation of TAPPS technique in the teaching learning process.

Keywords: *Quasi-experimental research, Think Aloud Pair Problem Solving (TAPPS), Reading comprehension Achievement*

INTRODUCTION

It has been known that reading is one of the crucial aspects in learning a language. In an academic context, Anderson (2003:2) states that reading is the most important skill to master to ensure success in learning English. By developing reading skill, learners of English tend to make greater progress in other areas of language learning.

According to Blachowicz and Ogle (2008:15) reading is essential. People can gain information and ideas from texts, books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. However, a text usually does not mention the meaning explicitly. Then, it is very important to give students reading comprehension exercises to let them fully understand the information in the text.

Based on the preliminary study conducted by doing an interview with the English teacher of the eighth grade at SMP Islam Gumukmas Jember, on 14 July 2014 in teaching reading, it was found that she applied Lecturing and Question-Answer techniques. In this case, she lectured the students about the lesson material and asked the students questions, and then discussed the content of the text together with the class. However, she admitted that the students were still lack of concentration and had difficulty in comprehending the text.

In accordance with that situation, one of the suggested methods proposed by Kagan and Kagan (2009) in providing reading activities is cooperative learning. It is a process that occurs when two or more students work together as a group

to reach a goal (Murdoch and Wilson, 2004:4). In other words, students can share their ideas and working together as a team, sharing ideas, and giving feedback. According to Kagan and Kagan (2009:ix), there are several kinds of technique in cooperative learning such as Numbered Head Together (NHT), Two Stay Two Stray (TSTS), Think Aloud Pair Problem Solving (TAPPS), etc. The researcher tried to use TAPPS technique in this research because it is believed to have many benefits in reading comprehension. Another reason why the researcher wanted to use TAPPS was based on the preliminary study that the English teacher of the eighth grade at SMP Islam Gumukmas Jember had never used TAPPS in teaching reading

TAPPS is a technique that encourages problem-solving skills by verbalizing one's thoughts to a listener (Hartman and Glasgow, 2002:38). The idea behind TAPPS is that presenting aloud the problem-solving process helps analytical reasoning skills. In TAPPS, the student pairs receive a series of problems as well as specific roles, problem solver and listener that switch with each problem (Barkley, 2010:259).

Based on several researches about the use of TAPPS, it apparently showed that this method was effective. One of the investigations was conducted by Johnson (1999) entitled "The Effect of Thinking Aloud Pair Problem Solving (TAPPS) on the Trouble-shooting Ability of Aviation Technician Students". This research investigated whether or not the use of TAPPS technique was effective on the troubleshooting ability of aviation technician students. The

result showed that this technique successfully worked well in enhancing troubleshooting skill of aviation technician students. Another research was conducted by Rahmi (2012) which showed a positive result. She found that the students' reading comprehension of discussion text improved which was shown by the percentage of students who passed the final test cycle that was above 75%. She also found out that TAPPS technique could improve the students' analysis skill.

Regarding the descriptions above, the researcher implemented this technique to know the effect in teaching reading comprehension on the eighth grade students of SMP Islam Gumukmas Jember.

RESEARCH METHODS

The design of this research was quasi-experimental research because it was intended to know whether or not there was a significant effect of Think Aloud Pair Problem Solving (TAPPS) on the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas Jember in the 2014/2015 Academic Year. This research used Post-Test Only Control Group Design. Druckman et al. (2011:148) point out that in post-test only control group design, respondents are randomly assigned into two groups, experimental and control groups.

The populations of this research were the eighth grade students of SMP Islam Gumukmas Jember in the 2014/2015 Academic Year consisted of four parallel classes, they were VIII A, VIII B, VIII C, and VIII D. The total number of the students was 176, in which every group consisted of exactly 44 students. Since the population of this research was more than 100 students, the researcher used cluster random sampling to determine the samples. As many as 88 students became the samples of this research.

Before taking two groups, The researcher administered the homogeneity test to the population by using reading comprehension test. The scores of the test then were analyzed by using ANOVA (Analysis of Variance) Formula. After determining which became the experimental and the control groups, treatment was given to the experimental group; the treatment was teaching reading comprehension by using TAPPS technique, while lecturing and Question and Answer techniques were applied to the control group.

After that, try out was administered to check whether the test met the qualification of a good test or not, including validity, reliability, difficulty index, time allocation, and test instructions. It was applied in a class which belonged to neither the experimental nor the control groups.

To find out the difference of the reading comprehension achievement, reading test was given to both the experimental and the control groups. To get the conclusion, the results of both groups then were compared by using t-test formula.

RESEARCH FINDINGS

A homogeneity test was administered to know whether the population were homogeneous or not. According to the result of the ANOVA analysis, the value of significant column was 0.116, and it was higher than 0.05. It means that there was no significant mean score difference among the population. In other words, the population was homogeneous.

After knowing the result of homogeneity test was homogeneous, the lottery was done directly to determine the experimental and the control groups from the population. Based on the lottery, two groups were chosen, VIII B as the experimental group and VIII C as the control group.

Before conducting the post test, the try out was conducted to VIII D which belonged to neither the experimental group nor the control group. Split half Odd-Even technique was applied to calculate the reliability coefficient. From the result of try out scores, the reliability coefficient was 0.541, which was then compared with the r-table. From the comparison, it was known that the reliability coefficient (0.541) was higher than that of r-table with $n=24$ (0.404). That was why the instrument was considered reliable (Umar, 2003:122). It means that the test items were not necessarily to be revised, so that the test could be administered to both the experimental and the control groups.

The result of the post test of the experimental and the control groups was analyzed statistically by using Independent sample t-test formula through SPSS (*Statistical Package for the Social Sciences*). From the independent sample t-test column, it was known that the value of significant column mean was 0.043, and it was lower than 0.05. It means that there was a statistical difference between the experimental and the control groups, which means that the null hypothesis (H_0) formulated: "there is no significant effect of using Think Aloud Pair Problem Solving (TAPPS) technique on reading comprehension achievement of the eighth grade students of SMP Islam Gumukmas Jember" was rejected. On the contrary, the formulated hypothesis (H_a): "there is a significant effect of using Think Aloud Pair Problem Solving (TAPPS) technique on reading comprehension achievement of the eighth grade students of SMP Islam Gumukmas Jember" was accepted.

DISCUSSION

The result of data analysis in this research proved that using Think Aloud Pair Problem Solving (TAPPS) technique significantly affected the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas Jember. This could be seen from the value of significance (2-tailed) that was less than 0.05 (confidence interval 95%) that was 0.043. It indicated that the result of t-test analysis was significant.

The result of this research was in line with the experts' opinions. TAPPS is a technique that encourages problem-solving skills by verbalizing one's thoughts to a listener (Hartman and Glasgow, 2002:38). Hassard (2011:35) defines TAPPS as a cooperative learning technique designed to help students to acquire problem solving skill.

The idea behind TAPPS is that presenting aloud the problem-solving process helps analytical reasoning skills. In TAPPS, student pairs receive a series of problems as well as specific roles, problem solver and listener that switch along with each new problem (Barkley, 2010:259). From the above opinions, TAPPS Technique provides the students' opportunities to work cooperatively to achieve the goal of their pair. To solve the problems given, the students have the same responsibility and support their pair to achieve the goal as they have their own role as problem solver and listener.

The result of this research also strengthened the previous research findings conducted by Rahmi (2012). She found out that Think Aloud Pair Problem Solving (TAPPS) technique showed a positive result; which improved the students' reading comprehension of discussion text of the twelve grade students of SMA N 1 Dharmasraya. Another research was carried out by Johnson (1999). He found out that Think Aloud Pair Problem Solving (TAPPS) technique was effective on the troubleshooting and analytical ability compared to Technical Troubleshooting Tutor (TTT) technique

From the above discussion, it could be concluded that the result of this research showed that the application of Think Aloud Pair Problem Solving (TAPPS) technique had a significant effect on the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas Jember.

CONCLUSION AND SUGGESTIONS

Based on the research results that have been discussed, it could be concluded that there was a significant effect of using Think Aloud Pair Problem Solving (TAPPS) on the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas Jember in the 2014/2015 academic year.

Knowing the significant effect of using Think Aloud Pair Problem Solving (TAPPS) technique, some suggestions are proposed to the following people.

1. The English Teacher

Teaching reading by using TAPPS technique can be advantageous. The English teacher of SMP Islam Gumukmas Jember by any chance is suggested to apply TAPPS technique in teaching reading to the students. It is because the use of TAPPS can help his/her students practice problem solving skills.

2. The Students

The students of SMP Islam Gumukmas Jember are suggested to apply TAPPS technique in their study, especially in reading comprehension. as this technique can be used to help them comprehend the content of the text well, especially in allowing them to analyze the text with their pair effectively.

3. The Other Researchers

It is suggested that the result of this research can be used as a reference and information for future researchers to conduct further research dealing with the use of TAPPS by using the same or different language skills, different level of the students in different research design, for example, a research on speaking skill with a Classroom Action Research design. Hopefully, the future researchers can be more focus on the problem that might occur from the use of TAPPS technique which was not investigated in this research.

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