

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

In this chapter, the researcher discusses about result and discussion of research. The data has been collected from interview, observation, and documentation. In this chapter, the researcher is going to describe base on the research problems in the first chapter. This chapter is divided into two main part: Research result and discussion of research.

A. Result

In the result, the researcher is going to describe this chapter by using descriptive analysis of qualitative method. The researcher can presents some data based on the data collection procedures that were used to collect the data by doing an interview, observation, and documentation. The researcher will describe about the Use of Think Aloud Pair Problem Solving Technique on Students Speaking Skill at the Twelfth Grade of MA Sumber Payung Bataal Barat Ganding Sumenep.

To obtain the data were related the data was related to the use of think aloud pair problem solving technique in teaching speaking, the researcher conduct the observation in teaching and learning process at the twelfth grade of MA Sumber Payung Bataal Barat Ganding Sumenep. Based on the result of observation and interview during teaching learning process which the researcher conducted the research start from 28th October 2019-19th February 2020. It was

conducted about four meetings. The first meeting was on 28th October teaching learning process. The second meeting was on 29th October 2019 the same material. The third meeting was on 17th February 2020 teaching learning process. The fourth meeting on 18th February 2020 with the same topic. In the class there were 18 students that join the class. The researcher only interviewed some students.

The researcher found many informations or findings of phenomenons in the classroom about the use of think aloud pair problem solving technique on students speaking skill at the twelfth grade of MA Sumber Payung Bataal Barat Ganding Sumenep.

1. The Teacher Applies Think Aloud Pair Problem Solving Technique on Students Speaking Skill at the Twelfth Grade of MA Sumber Payung Bataal Barat Ganding Sumenep.

a. The First Observation

In the first Observation on 28th October 2019, in pre teaching the teacher opened the lesson by greeting “Assalamualaikum Wr. Wb”, after that the teacher began the lesson by praying together, Next the teacher checked students attendance and the last in pre teaching the teacher gave motivation to the students. After that in whilst teaching the first the teacher made a group pairs, for the second the teacher checked students readiness, here the teacher asked students to count from one to ten. And the third the teacher explained about TAPPS technique including about the meaning, the role of problem solver and listener, look at in the picture below :



and the fourth the teacher gave a time to students to asked about the technique, and the fifth the teacher asked the students to solve problem alternately for each new problem, here the teacher gave a paper which contained text passive voice, the title from the text is "Bogor" and the teacher asked the students to searched the passive voice sentences in the text and next the teacher asked the students to explain the meaning contained in the passive voice sentences and the students are required to speak English in the think aloud process. And the sixth the problem solver read a text on her paper and explained to listener to solved existing problem, the listener helped the problem solver to solved the problems. And for seventh the teacher stoped the activity after the students have successfully solved the problems, in this case the students will tell to the teacher that they have solved all the problems that the teacher has given. Next, in post teaching the teacher asked the students to read the result of the discussion, one by one of students come forward for explaining the result of the discussion, this case students must be able to convey the results of the discussion in front of the class using English, look at in the picture below :





After that the teacher gave conclusion, and then the teacher asked the students to pray together, the last the teacher closed the lesson by saying greeting "Wassalamu'alaikum Wr. Wb".

b. The Second Observation

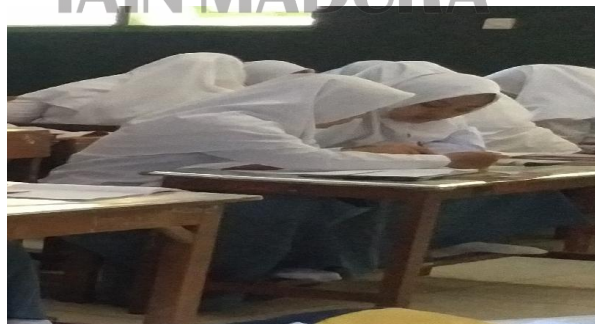
The second Observation on 29th October 2019, in pre teaching the teacher opened the lesson by greeting Assalamualaikum Wr. Wb , after that the teacher began the lesson by praying together, Next the teacher checked students attendance and the last in pre teaching the teacher gave motivation to the students like in the first observation. After that in whilst teaching the first the teacher made a group pairs, such as in the picture below :



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for the second the teacher checked students readiness to study, here the teacher asked students to stand up and sit down, stand up and sit down, stand up and sit down. And the third the teacher explained about TAPPS technique, here the teacher only reminded a little about TAPPS, did not explain in full as in the first observation. And the fourth the teacher asked the students to solve problem alternately for each new problem, here the teacher gave a paper which contained text passive voice like the first observation, and the teacher asked the students to searched the passive voice sentences in the text and next the teacher asked the students to explain the meaning contained in the passive voice sentences and the students are required to speak English in the think aloud process, in fact the assignment or problem that the teacher gave was the second observed was the same as the first observation only difference in the title in the text, the title of the text is "How Earth quakes Happen", and also the new group. Because at the meeting the teacher only continued the material from the previous meeting which was about passive voice. And the sixth the problem solver read a text on her paper and explained to listener to solved existing problem, the listener helped the problem solver to solved the problems, look at in the picture below :



And for seventh the teacher stopped the activity after the students have successfully solved the problems, in this case the students will tell to the teacher that they have solved all the problems that the teacher has given. And next, in post teaching the teacher asked the students to read the result of the discussion, this case students must be able to convey the results of the discussion in front of the class using English. After that the teacher gave conclusion, and then the teacher asked the students to pray together, the last the teacher closed the lesson by saying greeting "Wassalamu'alaikum Wr. Wb".

b. The Third Observation

The third observation on 17th february 2020, in pre teaching the teacher opened the lesson by greeting Assalamualaikum Wr. Wb , after that the teacher began the lesson by praying together, Next the teacher checked students attendance and the last the teacher gave motivation to the students like in the first and second observation. After that in whilst teaching the first the teacher made a group pairs, such as in the picture below :



for the second the teacher checked students readiness to study, the teacher said : "Are you ready?". And the third the teacher explained about TAPPS technique, but here the teacher only reminded a little about TAPPS technique like in the

second observation, did not explain in full as in the first observation. And the fourth the teacher asked the students to solve problem alternately for each new problem, here the teacher gave a paper which contained narrative text with the title "The wind and the sun", look at in the picture below :



and next the teacher asked the students to solved problem with the question that gave by the teacher, for the first identify complications in a narrative story and the second identifying events in the text, and the third the teacher asked students to identify the process of an event, the fourth the teacher asked students to identify arguments in the text, and the last teacher asked students to identify the steps of rhetoric from the text, such as in the picture below :



And the students are required to speak English in the think aloud pair process, and the sixth the problem solver read a text on her paper and explained to listener to solved existing problem, the listener helped the problem solver to solved the problems, look at in the picture below :



And for seventh the teacher stopped the activity after the students have successfully solved the problems, in this case the students will tell to the teacher that they have solved all the problems that the teacher has given, such as the picture below :



And next, in post teaching the teacher asked the students to read the result of the discussion, this case students must be able to convey the results of the discussion in front of the class using English, look at the picture below :



After that the teacher gave conclusion, and then the teacher asked the students to pray together, the last the teacher closed the lesson by saying greeting "Wassalamu'alaikum Wr. Wb".

b. The Fourth Observation

The fourth observation on 18th february 2020, in pre teaching the teacher opened the lesson by greeting Assalamualaikum Wr. Wb , after that the teacher began the lesson by praying together, Next the teacher checked students attendance and the last the teacher gave motivation to the students like in the first, second and the third observation. After that in whilst teaching the first the teacher made a group pairs, look at the picture below :



for the second the teacher checked students readiness to study, here the teacher counted from one to ten like the first observation. And the third the teacher explained about TAPPS technique, but here the teacher just reminded the task of the problem solver and listener because fear they forgot, especially for the low levels. And the fourth the teacher asked the students to solve problem alternately for each new problem, as usual the teacher gave a paper which contained narrative text like the third observation but, the different title, in this meeting the title is "True Friends". Next the teacher asked the students to solved problem with the question that gave by the teacher, and the question is same with the third

observation that is about identified complications, identified events, identified the process of an event, identified arguments and the last teacher asked students to identify the steps of rhetoric from the text. After that the students are required to speak English in the think aloud pair process, And the sixth the problem solver read a text on her paper and explained to listener to solved existing problem, the listener helped the problem solver to solved the problems. And for seventh the teacher stop the activity after the students have successfully solved the problems, in this case the students will tell to the teacher that they have solved all the problems that the teacher has given like the previous meeting. And next, in post teaching the teacher asked the students to read the result of the discussion, this case students must be able to convey the results of the discussion in front of the class using English, such as in the picture below :



After that the teacher gave conclusion, and than the teacher asked the students to pray together, the last the teacher closed the lesson by saying greeting "Wassalamu'alaikum Wr. Wb".

As the researcher observed in a class while the teaching learning process of speaking class, the researcher founded that the teacher required students to speak English, if it s violates the sanctions to memorize vocab. Beside that, the

teacher used think aloud pair problem solving technique to share the material. The teacher used that technique to help their understanding on the topic in every meeting, where students can think broadly and solve problems, besides that the students can practice their speaking. It is proved by one of the students' statements in the researcher's interview that :

"The teacher used TAPPS in English language and that's so cool to our class because I can discuss with my friends hardly and friendly. And My feeling is good than before because that TAPPS can exercise me and my friends to speak Louder than before."¹

It is also suitable with one of the students' statements that:

"Ya mrs. Aim selalu menggunakan technique TAPPS, awalnya rasanya itu deg-degan apalagi misalnya kita ditunjuk sebagai problem solver tp setelah masalah itu terpecahkan akhirnya merasa kalau teknik TAPPS ini sangat berguna dalam meningkatkan wawasan kita apalagi dalam hal speaking dan lain sebagainya."²

The researcher translates as follows:

"Yes mrs. Aim always used the TAPPS technique, at first it seemed to be nervous especially if we were appointed as a problem solver but after the problem was solved finally felt that the TAPPS technique was very useful in increasing our horizons especially in speaking and so on."

Another statement said that:

¹Interview with ZainabRahman, student at the twelfth grade, on Monday, 28 October 2019 at 11.52-12.30

²Interview with Najahatin Hidayah, student at the twelfth grade, on Monday, 28 October 2019 at 11.52-12.30

"Yes, she does. Even though she always used this technique in our class if teach English lesson. I think so happy because menurut saya technique ini sangat bermanfaat untuk bagian speaking dan menurut saya technique TAPPS ini juga mampu membangun semangat teman-teman untuk lebih aktif dalam belajar, and I think the technique is good."³

The researcher translates as follow:

"Yes, she does. Even though she always used this technique in our class if teach English lesson. I think so happy I think this technique is very useful for speaking and I think this TAPPS technique is also able to build the enthusiasm of friends to be more active in learning, and I think the technique is good."

Another statement said that:

"Iya, guru saya selalu menggunakan TAPPS technique. Saya senang dengan adanya TAPPS technique ini karna dapat melatih otak kita termasuk otak saya untuk selalu berfikir lebih meluas. Dengan adanya TAPPS technique ini saya lebih banyak mengetahui pembelajaran dan bisa memecahkan masalah yang ada."⁴

The researcher translates as follow:

"Yes, my teacher always used the TAPPS technique. I am happy with this TAPPS technique because it can train our brains including my brain to always think more broadly. With this TAPPS technique, I know more about learning and can solve existing problems."

Another statement said that:

³Interview with Evatul Hasanah, student at the twelfth grade, on Monday, 28 october 2019 at 11.52-12.30

⁴Interview with Alwiyah, student at the twelfth grade, on tuesday, 29 october 2019 at 08.42-09.30

"Iya, guru bahasa Inggris saya menggunakan technique TAPPS, TAPPS ini mengajarkan saya lebih berfikir panjang dan luas, TAPPS ini bagus dan bisa memecahkan masalah."⁵

The researcher translates as follow:

"Yes, my English teacher used the TAPPS technique, this TAPPS taught me to think long and broadly, this TAPPS is good and can solve problems."

Another statement said that:

"Iya, guru bahasa Inggris saya mrs. Aim menggunakan TAPPS technique. Dengan technique ini saya merasa nyaman karna disini saya bisa berfikir lebih jauh tentang bahasa inggris, dengan TAPPS technique bisa memecahkan masalah yang ada didalam kelas atau sesuatu maupun soal yang diberikan oleh guru saya mrs. Aim."⁶

The researcher translates as follow:

"Yes, my english teacher mrs. Aim used the TAPPS technique. With this technique I feel comfortable because here I can think further about English, with the TAPPS technique I can solve problems that are in the classroom or something or questions given by my teacher mrs. Aim."

Another statement said that:

"Iya, guru saya mrs. Aim selalu menggunakan TAPPS technique dengan ini saya bisa berfikir luas tentang pelajaran ini, TAPPS sangat bagus karna bisa memecahkan masalah di dalam kelas."⁷

The researcher translates as follow:

⁵Interview with Azmiyati, student at the twelfth grade, on tuesday, 29 october 2019 at 08.42-09.30

⁶Interview with Muwati, student at the twelfth grade, on tuesday, 29 october 2019 at 08.42-09.30

⁷Interview with Hatin, student at the twelfth grade, on Tuesday, 29 october 2019 at 08.42-09.30

"Yes, my teacher Mrs. Aim always used the TAPPS technique. With this technique I can think broadly about this lesson, TAPPS is very good because it can solve problems in class."

And the English teacher said that:

"Ok, we talk about the technique I used many techniques in teaching English but sometimes and usually using TAPPS in teaching English but sometimes I see the condition of my students and sometimes collaboration, but I always used this TAPPS in teaching speaking. And the reason why I chose this technique because of students can increase their knowledge by thinking hard and solving problems. And the preparation is just worksheets may be, and then we chose many work pairs for them and the group and the ways a game for example in TAPPS. And I apply this TAPPS which is the first I ask students to create groups and I explained what is TAPPS including the role of problem solving and the role of the listener, then I asked students to solve problems and tell them to change roles with each new problem and finally I will stop the activity if all students have solved all the problems, which in the end I will give a conclusion."⁸

Based on the interview above, the researcher took conclusion that the teacher always apply think aloud pair problem solving technique when she has taught the English class especially in speaking class. And she applied TAPPS in accordance with existing procedures.

2. The Advantages on the Use of Think Aloud Pair Problem Solving Technique on students Speaking Skill at the Twelfth Grade of MA Sumber Payung Bataal Barat Ganding Sumenep

In this point, the researcher would like to discuss about the advantages of TAPPS for students in speaking skill at the twelfth grade of MA Sumber Payung Bataal Barat Ganding Sumenep.

⁸Interview with Aimatin, the English teacher at the twelfth grade, on Monday, 28 October 2019 at 12.30-13.00

According of the researcher from her observation the advantages of TAPPS is can made students more actived in class to speak English although the speaking was still not fluent, but their enthusiasm was very impressive researchers. And can teached students how to solve problems in groups and cleanly, because with this technique in addition to students can try to solve problems, students are also instilled mutual cooperation attitude, helped each other there are problems that exist, such as the picture below :



As the researcher observed in a class while the teaching learning process of speaking class, the researcher founded that this technique has many advantages in class. In addition the researcher doing observation, the researcher also conducted interview with teacher and one of students in the class, as written below :

The teacher states that:

"The advantages of students can improved their knowledge such as vocabulary and looked for by them self what is the answered by looking

the dictionary and asking for the teacher, other teachers and other students who knows."⁹

In addition to the teacher statements, students there also argued about the advantages of TAPPS.

“in my opinion the advantages of TAPPS can made me and my friends think to find solutions and emphasized me to speak English, because this TAPPS is applied by my teacher Mrs. Aim in English class especially in speaking class.”¹⁰

Another statement said that:

“in my opinion, I feel fortunated to learn using TAPPS technique because it allows me to think to solve problems and improved my speaking skills because it is required to speak English during the learning process.”¹¹

Based on the interview above, the researcher took conclusion that TAPPS technique have many advantage for students to train their speaking skill and solved problem.



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⁹ Interview with Aimmatin, the English teacher at the twelfth grade, on Monday, 28 October 2019 at 12.30-13.00

¹⁰ Interview with Najahatin Hidayah, student at the twelfth grade, on Monday, 28 October 2019 at 11.52-12.30

¹¹ Interview with ZainabRahman, student at the twelfth grade, on Monday, 28 October 2019 at 11.52-12.30

3. The Disadvantages on the Use of Think Aloud Pair Problem Solving Technique on Students Speaking Skill at the Twelfth Grade of MA Sumber Payung Bataal Barat Ganding Sumenep

Next, the researcher would like to discussed about the disadvantages of TAPPS for students in speaking skill at the twelfth grade of MA Sumber Payung Bataal Barat Ganding Sumenep.

From the researcher observed, she found the disadvantages on the use of TAPPS at the twelfth grade is lack of enthusiasm of students who have low iQ. It means that students who have low iQ are not happy with the application of this TAPPS, because they certainly do not master the TAPPS technique, and some of those who have low levels are always not serious in solving problem. But although be like that, they always keep trying to solve the problems that has been given by the teacher. And the research results of researchers for students who speak non-English will be punished by memorizing vocabulary, look at the picture below :



As the researcher observed in a class while the teaching learning process of speaking class, the researcher founded that students at low levels felt confused in solving the problem but she kept trying to immediately solve the problem. In

addition the researcher doing observation, the researcher also conducted interview with teacher and one of students in the class, as written below :

The English teacher said that:

"The disadvantages of TAPPS is I think many like the condition of students, the capability of students we must prepared well what will we do in the class Like as capability of students, preparing workshop, and than preparing the game and than preparing the class before but, if we just use ceramah technique without preparing before, we can do and teach well but in TAPPS we must prepared all before well."¹²

The student states that:

"Disadvantage of TAPPS in my opinion will make students whose abilities below average become afraid and feel difficulties."¹³

Another statement said that:

"I think quiet students will feel uncomfortable, because this TAPPS must think in order to solve the problem and must speak English."¹⁴

Based on the interview above, the researcher took conclusion that TAPPS technique also have disadvantages for students who have low levels they will be afraid, uncomfortable and feel difficulties.

¹² Interview with Aimmatin, the English teacher at the twelfth grade, on Monday, 28 October 2019 at 12.30-13.00

¹³ Interview with Evatul Hasanah, student at the twelfth grade, on Monday, 28 October 2019 at 11.52-12.30

¹⁴ Interview with Alwiyah, student at the twelfth grade, on Tuesday, 29 October 2019 at 08.42-09.30

B. Discussion

In this part, the researcher is going to discuss about what the researcher gets from analysing the handbook and the research that has been done at the twelfth grade of MA Sumber Payung Bataal Barat Ganding Sumenep.

In this case, the researcher checked the validity of data using trigulation namely method trigulation because the researcher compared the result of data that was found by observation, interview and documentation.

1. The Teacher Applies Think Aloud Pair Problem Solving Technique on Students Speaking Skill at the Twelfth Grade of MA Sumber Payung Bataal Barat Ganding Sumenep.

From the data in result above, the researcher can answer the first problem of study that is "How does the teacher apply think aloud pair problem solving technique on students speaking skill at the twelfth grade of MA Sumber Payung Bataal Barat Ganding Sumenep."

The teacher apply in classroom by steps, in pre teaching the teacher opened the lesson by greeting Assalamualaikum Wr. Wb , after that the teacher begined the lesson by praying together, Next the teacher checked students attandance and the last in pre teaching the teacher gave motivation to the students. After that in whilst teaching the first the teacher made a group pairs, for the second the teacher checked students readiness, here in the first observation the teacher asked students to counted from one to ten, in the second observation the teacher asked students to stand up and sit down, the third observation the teacher said "are you ready?", and for the last observation the teacher asked the students

to counted from one to ten like the first observation. And the third the teacher explained about TAPPS technique including about the meaning, the role of problem solver and listener, and the fourth the teacher gave a time to students to asked about the technique, and the fifth the teacher asked the students to solve problem alternately for each new problem, here the teacher gave a paper which contained text passive voice, the title from the text is "Bogor" In the first observation, but the second observation the teacher gave a text which contained passive voice by title "How Earth quakes Happen", next in the third observation the teacher gave a narrative text with the title "The wind and the sun", and the last observation the teacher gave narrative text with the title "True Friends". And the teacher asked the students to searched the passive voice sentences in the text and next the teacher asked the students to explain the meaning contained in the passive voice sentences and about narrative text the teacher asked the students to solved problem with the question that gave by the teacher, for the first identify complications in a narrative story and the second identifying events in the text, and the third the teacher asked students to identify the process of an event, the fourth the teacher asked students to identify arguments in the text, and the last teacher asked students to identify the steps of rhetoric from the text. And the students are required to speak English in the think aloud pair process, because the teacher emphasized they speaking skills. And the sixth the problem solver read a text on her paper and explained to listener to solved existing problem, the listener helped the problem solver to solved the problems. And for seventh the teacher stoped the activity after the students have successfully solved the problems, in this case the students will tell to the teacher that they have solved all the problems that

the teacher has given. And next, in post teaching the teacher asked the students to read the result of the discussion, sthis case students must be able to convey the results of the discussion in front of the class using English. After that the teacher gave conclusion, and than the teacher order the students to pray together, the last the teacher closed the lesson by saying greeting "Wassalamu'alaikum Wr. Wb". There were 18 students that join the class.

Based on the interview with the English teacher about TAPPS technique that used at the twelfth grade of MA Sumber Payung Bataal Barat Ganding Sumenep, the teacher used TAPPS technique in teaching learning process.

The teacher said to the researcher that teacher see the condition of students in applying TAPPS in teaching speaking. But, if the conditions of the students are not possible, the English teacher gave the game so that they can rebuild the spirit again. And the English teacher said that the reason why she choose this technique because of students can increase their knowledge by thinking hard and solving problems. And according to the teacher of preparation is just worksheets and than she choose many work pairs for them and the group and the ways a game in TAPPS.

So that the students are motivated to learn speaking subject using TAPPS technique, because they can improve their knowledge and can think hardly. Especially to the problem solver that must be understand the problem and must know about the role, and then the listener too. It is correlated with the theory that students pairs receive a series of problems as well as specific roles, problem solver and listener that switch with each problem.¹⁵ It means that each group has a

¹⁵ Prio Waspodo. Pdf

problem solver and listener, each of which has a role in solving problems. Which one the role of problem solver was to read the problem orally and expressed the process of reasoning used for the completion of the problem. while, the role of the listener was to encourage the problem solving to the minds of thinking and describing the steps of the problem of the issue, and also ask clarification questions and offer suggestion.

The researcher found that the teacher uses the TAPPS technique to share the material in speaking class, the teacher applied the TAPPS technique very well because it was suitable with the procedure of the TAPPS technique. In teaching learning process, the teacher asked the students to practice their speaking by using TAPPS technique. The fact, it is gave them an impact in speaking skills students.

2. The Advantages on the Use of Think Aloud Pair Problem Solving Technique on Students Speaking Skill at the Twelfth Grade of MA Sumber Payung Bataal Barat Ganding Sumenep

Based on the observation and interview the advantages of TAPPS are :

a. For Teacher

1) Can Teach Students How To Solve Problems In Groups

Students can learn to overcome various problems both in the classroom or their daily lives in groups. It is suitable with the theory according to Tayar Yusuf and Syaiful Anwar that to foster a sense of student responsibility in solving problems,¹⁶ it means that in learning this technique students are also taught how to have a

¹⁶Tayar Yusuf, Syaiful Anwar, *Metodologi Pengajaran Agama dan Bahasa Arab* (Jakarta: PT.RajaGrafindoPersada, 1995) Hlm. 81

great sense of responsibility to solve any existing problems. So, the equation is to teach students to solve problems.

2) Can Train Their Brains to Think Hard As Well As Learning While Working

TAPPS technique can train their brains and teach students to think hard as students learn while they work to solve problems. It is suitable with the theory according to Tayar Yusuf and Syaiful Anwar that can encourage students to study while working.¹⁷ It means in addition to students learning in class, students are also taught to work, namely students are required to solve some of the problems that their teacher provide. So, the equation is to teach students to learn while working in the sense of working to solve problems.

b. For Students

1) Can Make Students Are More Active In Class

TAPPS technique can make students are more active to speak English although their speaking was still not fluent, but their enthusiasm was higher and impressive. It is suitable with the theory according to Tayar Yusuf and Syaiful Anwar that can encourage students to think critically active and creative in finding solutions to problems whole heartedly and thoroughly,¹⁸ it means that with this technique, expected to encourage students to think

¹⁷ Ibid. Page. 81

¹⁸ Ibid. Page. 81

actively and creatively to solve problems sincerely and be completely. So the similarity is to be able make students active in the class.

2) Students Are Also Instilled Mutual Cooperation Attitude

In addition to making students more active in class to speak English, students are also taught attitudes help each other there are problems that exist. It is suitable with the theory according to Barkley that helping diagnose problem solving errors,¹⁹ it means by holding this technique, students will be taught how to work together and help each other, just as students who are appointed as listeners can diagnose the errors of problem solvers in solving problems. So, the equation is the students not only learn in class but also students are taught the behavior of helping one another to solve problems.

3) Can Improve The Students Knowledge

TAPPS can helped students to be better, smart, analytics and can provide insight into him. It is suitable with the theory according to Barkley that improving student s analytical skills.²⁰ it means that the intention is to be able to improve their knowledge including increasing their ability to solve problems and gather them for presentation. So, the equation is the students can improve their knowledge with the TAPPS technique.

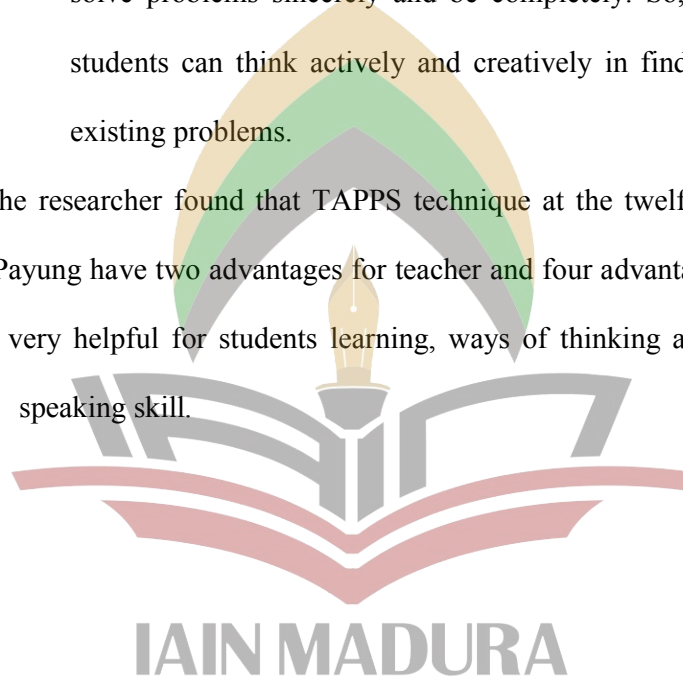
4) Can think Critically Active and Creative in Finding Solutions

¹⁹ Bab 2. Pdf

²⁰Ibid.

Students can think to solve problems that the teacher has given in class with active and creative thinking so as to produce good results. It is suitable with the theory according to Tayar Yusuf and Syaiful Anwar that can encourage students to think critically active and creative in finding solutions to solve problems wholeheartedly and thoroughly.²¹ It means that with this technique, expected to encourage students to think actively and creatively to solve problems sincerely and be completely. So, the equation is students can think actively and creatively in finding solutions to existing problems.

The researcher found that TAPPS technique at the twelfth grade of MA Sumber Payung has two advantages for teachers and four advantages for students which is very helpful for students learning, ways of thinking and especially in students' speaking skills.



²¹Tayar Yusuf, Syaiful Anwar, *Metodologi Pengajaran Agama dan Bahasa Arab* (Jakarta: PT. Raja Grafindo Persada, 1995) Hlm. 81

3. The Disadvantages on the Use of Think Aloud Pair Problem Solving Technique on Students Speaking Skill at the Twelfth Grade of MA Sumber Payung Bataal Barat Ganding Sumenep

Based on the observation and interview the advantages of TAPPS are :

a. For Teacher

1) The Teacher Must Prepare the Material and Course of TAPPS Before Teaching

In teaching using TAPPS technique a teacher must prepared everything very well because not all lessons can contain problems, it is different from teaching that only uses the communicative method, the preparation is not as detailed as using TAPPS technique, because by using TAPPS technique the teacher must have really mastered the material and procedures of TAPPS technique. It is suitable with the theory according to Tayar Yusuf and Syaiful Anwar that Not all lessons can contain problems or problems that must be solved, but require repetition and certain exercises,²² it means that it is intended that not every lesson has a problems or every lesson there is a problem that must be solved, but there is only a repetition in a lesson that is not understood by students, other than that only a few essays must be done. So, there must be prepare in advance to find material that has a problem must be solved.

b. For Students

1) Lack of Enthusiasm of Students Who Have Low IQ.

²²Ibid. Page. 81

Students who have low IQ are not happy with the application of this TAPPS, because they certainly do not master of the TAPPS technique, and some of those who have low levels are always not serious in solving problem. It is suitable with the theory according to Tayar Yusuf and Syaiful Anwar that a lot of risk, especially for children who have less ability. Chances will be causing inner frustration and inner tension solving difficult and fundamental problems in religion,²³ it means that students will get a lot of problems especially students who have low ability, they will experience problems with their minds as well as feeling depressed and affraid with the holding of this technique. So, the equation is the students who have a low IQ will get problems, that is they will feel displeased, not serious and so on.

2) The Condition of Students

The condition of students who are less actived especially for children who have less abilities, So they can fell depressed and scared. It is suitable with the theory according to Tayar Yusuf and Syaiful Anwar that a lot of risk, especially for children who have less ability. Chances will be causing inner frustration and inner tension solving difficult and fundamental problems in religion,²⁴ it means that students will get a lot of problems especially students who have low ability, they will experience problems with their minds as well as feeling depressed and affraid with the holding of this technique. So, the

²³Ibid. Page. 81

²⁴Ibid. Page. 81

equation is students who have low IQ will feel depressed, frustrated and scared.

3) Capability of Students

Where students have different abilities so that students who have low levels will experience confusion in finding the right problem, this also includes obstacles for them so they feel nervous. It is suitable with the theory according to Tayar Yusuf and Syaiful Anwar that a lot of risk, especially for children who have less ability. Chances will be causing inner frustration and inner tension solving difficult and fundamental problems in religion,²⁵ it means that students will get a lot of problems especially students who have low ability, they will experience problems with their minds as well as feeling depressed and afraid with the holding of this technique. So, the similarity is students will get a lot of problems as feeling nervous so that they will grow afraid of being wrong.

The researcher found that TAPPS technique at the twelfth grade of MA Sumber Payung have one disadvantages for teacher and three disadvantages for students which occurs on students with low levels, so they have difficulty in the learning process, especially in solving problems.

So base on data the getting by inset by classroom. The researcher explained the result based on the observation, interview and documentation to answer the research focus previous. That The Use of Think Aloud Pair Problem

²⁵Ibid. Page. 81

Solving Techniques on students Speaking Skill at the Twelfth Grade of MA
Sumber payung Bataal Barat Ganding Sumenep.

