

ABSTRACT

Efri Liana Ningsih, 2020. *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*, Thesis, English Teaching Learning Program (TBI), Tarbiyah Faculty, The State Islamic Institute of Madura, Advisor: Afifah Raihany, M. Pd.

Keywords: *Speaking Skill, Teacher Apply TAPPS Technique, Advantages of TAPPS Technique, Disadvantages of TAPPS Technique*

Speaking skill is one skill in language learning that is very important to teach in the classroom because it can be used to achieve the ability to speak about our feelings, ideas, opinion, and also to express anything which comes into our mind orally. Speaking skill is one of basic language competence that the students should have it. But speaking is the difficult competence for some students because they must express their ideas, feeling in English orally.

From the phenomena above, the researcher interests to do a research by focusing on 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?, what are 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?, what are 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?.

The researcher used a qualitative research by descriptive research design to answers the questions above. Then, the researcher used interview, observation and documentation to get the data. This research is done by process of reduction and displayed data then making conclusion of the research. It is also uses triangulation of data included triangulation of source, time and place to strengthen the data by various data got.

The teacher applies TAPPS technique in classroom by steps : The teacher made a group pairs, The teacher checked students readiness, The teacher explained about TAPPS technique, The teacher gave a time to students to asked, The teacher asked the students to solve problem alternately for each new problem, The problem solver read a text on her paper and explained to listener, the listener helped the problem solver to solved the problems. The teacher stoped the activity after the students have successfully solved the problems. Next, the advantages of TAPPS technique for teacher are teach students how to solve problems in groups, train their brains to think hard as well as learning while working, and the advantages of TAPPS for students are can make students more active in class, students are also instilled mutual cooperation attitude, cans improve the students knowledge, and can think critically active and creative in finding solutions. While, the disadvantages of TAPPS technique for teacher is the teacher must prepare the material and the course of TAPPS before teaching, and the disadvantages of TAPPS for students are the condition of students, capability of students and lack of enthusiasm of students.

Based on the result of this research hoped the teacher must provide vocabulary or sentence in teach students, so they can have the convinience to speak English, beside that the teacher must explains more detailed about TAPPS technique so the students can understand very well. And for the students, the researcher hope they always practice TAPPS technique in daily life and always speak English with their friends so that what has been obtained is benefit to their future.



ABSTRACT (Indonesia)

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Kemampuan berbicara adalah salah satu kemampuan dalam pembelajaran bahasa yang sangat penting untuk diajarkan dikelas karena dapat digunakan untuk mencapai kemampuan berbicara tentang perasaan, ide, pendapat, dan juga untuk mengekspresikan apapun yang masuk ke pikiran kita secara lisan. Kemampuan berbicara adalah salah satu kompetensi bahasa dasar yang harus dimiliki siswa. Tetapi berbicara adalah kompetensi yang sulit bagi beberapa siswa karena mereka harus mengekspresikan ide-ide mereka, perasaan dalam bahasa Inggris secara lisan.

Berdasarkan fenomena di atas, peneliti tertarik untuk melakukan penelitian berfokus pada bagaimana seorang guru mengaplikasikan teknik TAPPS pada kemampuan berbicara siswa dikelas dua belas MA Sumber Payung Bataal Barat Ganding Sumenep ?, apa saja keuntungan TAPPS teknik pada kemampuan berbicara siswa dikelas dua belas MA Sumber Payung Bataal Barat Ganding Sumenep ?, apa saja kerugian TAPPS teknik pada kemampuan berbicara siswa dikelas dua belas MA Sumber Payung Bataal Barat Ganding Sumenep ?.

Peneliti menggunakan jenis penelitian kualitatif dengan design penelitian deskriptif untuk menjawab pertanyaan-pertanyaan di atas. Kemudian, ia juga menggunakan wawancara, observasi dan dokumentasi untuk mendapatkan data. Penelitian ini dilakukan dengan proses reduksi data, tampilan data kemudian membuat kesimpulan dari penelitian tersebut. Penelitian ini juga menggunakan triangulasi data meliputi triangulasi sumber, waktu dan tempat untuk memperkuat data dengan variasi data yang diperoleh.

Guru menerapkan teknik TAPPS di kelas dengan langkah-langkah : guru membuat pasangan kelompok, guru memeriksa kesiapan siswa, guru menjelaskan tentang teknik TAPPS, guru memberi waktu untuk bertanya tentang teknik, guru meminta siswa untuk memecahkan masalah secara bergantian untuk setiap masalah baru, pemecah masalah membaca teks di kertasnya dan menjelaskan kepada pendengar, guru menghentikan kegiatan setelah siswa berhasil menyelesaikan masalah. Selanjutnya, kelebihan teknik TAPPS untuk guru adalah dapat mengajarkan siswa bagaimana menyelesaikan masalah dalam kelompok, dan dapat melatih otak mereka untuk berpikir keras, dan kelebihan teknik TAPPS untuk siswa adalah siswa lebih aktif di kelas, siswa juga menanamkan sikap saling bekerja sama, dapat meningkatkan pengetahuan siswa, dan bisa berfikir aktif & kreatif untuk menyelesaikan masalah, Sedangkan, kelemahan teknik TAPPS bagi guru adalah guru harus menyiapkan materi dan jalan TAPPS sebelum mengajar, dan kelemahan teknik TAPPS bagi murid adalah kondisi siswa, kemampuan siswa, dan kurangnya antusiasme siswa.

Berdasarkan hasil dari penelitian ini berharap guru harus memberikan kosa-kata atau kalimat dalam mengajar siswa sehingga mereka dapat memiliki kenyamanan untuk berbicara bahasa inggris, selain itu harus menjelaskan lebih rinci tentang teknik TAPPS sehingga siswa dapat memahami dengan baik. Dan bagi para siswa, peneliti berharap mereka selalu mempraktekkan teknik TAPPS dalam kehidupan sehari-hari dan selalu berbicara bahasa inggris dengan teman-teman mereka agar apa yang telah di peroleh menjadi bermanfaat terhadap masa depan mereka.

