

CHAPTER II

REVIEW RELATED LITERATURE

This chapter deal with theory of related literature of research, the researcher will explain about the terms dealing with the research focus given. The terms that is important to be describe are.

A. Technique

1. Definition of Technique

Techniques (also commonly referred to by other term): any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.¹ It means that the sequences of activity that practiced in the reality.

By knowing all of them, probably our confusing to differential among them can be decreased.

In the teaching learning process, the teacher really gives a big influence to the student, because the students pay attention the teachers performance and depend on what the teacher does in the classroom When the teach. When the teacher can make students interesting activity, the students will be fun and feel enjoyable in learning. So the purpose of teaching learning process will be successful. In this case, we can conclude

¹ Jack C. Ricard and Theodore S. Rodgers, *approach and methods in language teacheng*,(New york, Cambrige University press,tt), page 15.

that strategy one of activity that the teacher creates to make the teaching learning process more interesting and enjoyable, so the successful learning will be easy to reach.

However, most of people feel that technique has the similarity with other items in the teaching learning process. Namely, they are: Learning approach, Learning strategies, Learning methods, Learning techniques, Learning tactics, Learning model. In this case, we should know the definition each of them. They are:

a) Learning Approach

The learning approach can be interpreted as our starting point or point of view towards the learning process, which refers to the view of an occurrence processes that are of a very general nature, in which they contain, inspire, strengthen, and underlie learning methods with certain theoretical scope.

b) Learning Strategies

Learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently.

c) Learning Methods

The method is the operational step of the chosen learning strategy in achieving learning goals, so for learning resources in using a learning methods must be adapted to the type of strategy used. Accuracy the use of a method will show the functional strategy

in the activity learning. There are several learning methods that can be used to implement learning strategies, including:

- (1) lectures;
- (2) demonstration;
- (3) discussion;
- (4) simulation;
- (5) laboratories;
- (6) field experience;
- (7) brainstorming;
- (8) debates,
- (9) symposiums, and so on.

d) Learning Techniques

Learning techniques can be interpreted as the way it is done someone in implementing a method specifically. For example, the use of lecture methods in classes with relatively large numbers of students requires its own technique, which of course is technically different from use of lecture methods in classes with a limited number of students. As well as, with the use of the discussion method, different techniques need to be used in the class whose students are classified as active with classes that are classified as passive. In terms of this, the teacher can switch techniques even though in the same method corridor.

e) Learning Tactics

Learning tactics are a person's style of carrying out certain learning methods or techniques that are individual in nature. For example, there is two people both use the lecture method, but it might be very different in the tactics he uses. In the presentation, one tends much interspersed with humor because indeed he has a high sense of humor, while the other lacks a sense of humor, but more using electronic aids because he really mastered the field. In the learning style there will be a uniqueness or distinctiveness of each teacher, according to the ability, experience and personality type of the teacher concerned. In this tactic, learning will become a science as well as well art (tips).

f) **Learning Model**

When between approaches, strategies, methods, techniques and even tactics learning has been integrated into one whole unit, what is formed which is called the learning model. So, the learning model is basically is a form of learning illustrated from the beginning to the end presented typically by the teacher. In other words, the learning model is a wrapper or frame of application of an approach, method, and learning technique.

Outside of these terms, the learning process is also known as the term design learning. If the learning strategy is more about general patterns and general procedures for learning activities, while the design of learning is more pointed to ways to plan a particular

learning environment system after specified learning strategies. If analogous to making a house, the strategy is to talk about the different types of houses that you want built (joglo house, gadang house, modern house, etc.), respectively will display different and unique impressions and messages. While the design is determine the blueprint of the house to be built along with the materials necessary and the sequence of steps for the construction, as well as the completion criteria, starting from the initial stage to the final stage, after the type of house is determined will be built.²

B. Think Aloud Pair Problem Solving (TAPPS)

1. Definition of TAPPS (Think Aloud Pair Problem Solving)

TAPPS is a technique that encourages problem-solving skills by verbalizing ones 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).³

TAPPS (Think Aloud Pair Problem Solving) is learning method that refers to the problems that participants have students meet every day in pairs, and if there is one the couple resolves the problem then the other as listener. Students are divided and some act

²Pengertianpendekatan, strategy, metode, teknikdantaktik. pdf

³Prio waspodo.pdf

as problem solvers (problem solver) and as a listener. The problem solver reads the problem loudly, then too discussing the problem solving, the listener followed all the steps taken by the problem solver, listen to what the problem, how is the solution, including capturing various mistakes made by the problem solver. To be effective, listeners must also understand the reasoning process behind the steps of learning that take place.⁴

2. The Purpose of TAPPS (Think Aloud Pair Problem Solving)

The purpose of this TAPPS (Think Aloud Pair Problem Solving) can improve analytical skills by helping students formulate ideas train concepts understand the arrangement of steps that underlie their thinking identify errors in other people's reasoning. Because it requires to associate information with the existing conceptual framework and implement information obtained with new situations, then TAPPS (Think Aloud Pair Problem Solving) can also encourage the formation of understanding deeper and more complete.⁵

3. Preparation of TAPPS (Think Aloud Pair Problem Solving)

To prepare for this CoLT, spend enough time developing a series of problems that are relevant to the related field that students can solve in a limited time frame. These problems must involve students in basic problem solving skills such as identifying the nature

⁴Warsono, Haryanto, *PembelajaranAktif* (Bandung : PT RemajaRosdakarya, 2012) page.92

⁵Warsono, Haryanto, *PembelajaranAktif*. p.260

of the problem, analyzing the knowledge and skills needed to reach a solution, identifying potential solutions, choosing the best solution, and evaluating potential results. In order to get the maximum level of effectiveness, the problem must be challenging enough for students, which requires them to concentrate and focus attention, both in positions as problem solvers and listeners.

4. Procedure of TAPPS (Think Aloud Pair Problem Solving)

- a. Ask students to form partners and explain to them the roles of problem solver and listeners. The role of the problem solver is to read the problem verbally and express the reasoning process used in solving the problem. The role of the listener is to encourage problem solvers to think verbally, and describe the steps to solve the problem. Listeners can also ask clarifying questions and offer suggestions, but must still refrain from solving problems.
- b. Ask students to solve a number of problems, changing roles for each new problem.
- c. Activities will be stopped if the student has successfully solved all the problems.⁶

5. The Advantages of TAPPS (Think Aloud Pair Problem Solving)

There are some advantage of TAPPS, they are:

⁶Elizabert E. Barkley, K.Patricia Cross and Claire Howell Major, *Collaborative Learning Techniques* (Bandung: Nusa Media, 2014), Page. 260-261

- a. Can encourage students to think critically active and creative in finding solutions to problems whole heartedly and thoroughly.

It means with this technique, expected to encourage students to think actively and creatively to solve problems sincerely and be completely.

- b. Can encourage students to study while working.

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.

- c. To foster a sense of student responsibility in solving problems.

In learning this technique students are also taught how to have a great sense of responsibility to solve any existing problems.

- d. Can encourage students to think narrowly and fanatically.

Students are also encouraged to be able think narrowly whis is in the intention of students to solve problems quickly and satisfying result, in addition students are also encouraged to be able think fanatically that students can solve problems with full confidence to get maximum results.⁷

⁷Tayar Yusuf, Syaiful Anwar, *Metodologi Pengajaran Agama dan Bahasa Arab* (Jakarta: PT.RajaGrafindoPersada, 1995) Hlm. 81

According to Barkley, the advantages of TAPPS can be concluded as follows :

a. Improving Students Analytical Skills

The intention is to be able improve their knowledge including increasing their ability to solve problems and gather them for presentation.

b. Helping Diagnose Problem Solving Errors

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.

c. Fostering Students Metacognitive Awareness

This technique is used to make students have an awareness or foster a sense of responsibility to solve problems.

d. Working Great With Teleconferences

This TAPPS can not only be applied outside the classroom, for example in the world of work and others, namely through teleconferencing where meetings conducted by two or more people are conducted via telephone or network connecting. In teleconferencing it is also possible to use the same white board and each participant has control over it, so also share applications.

e. Fostering Discussion In Order To Construct Students Knowledge

In this TAPPS students can learn to foster a discussion that will help students to increase their knowledge.

f. Permitting Students To Rehearse The Concepts And Produce A Deeper Understanding Of The Material

Students can practice their concept and can also increase their understanding in a material taught by they teacher and can explore the material.⁸

6. The Disadvantages of the TAPPS (Think Aloud Pair Problem Solving)

They are three disadvantages of TAPPS:

- a. Not all lessons can contain problems or problems that must be solved, but require repetition and certain exercises.

In this case 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.

- b. Difficulties in finding the right problem or in accordance with the level of development and ability of students.

In addition to the problems that exists with students, even a teacher also has difficulties to make the right problem

⁸ Barkley, *The advantages of TAPPS*. Pdf

from students because a teacher must know the extent of students abilities and the development of students them selves.

- c. 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.

In this case, 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.⁹

C. Speaking

1. Definition of Speaking

The spoken productive language skill is called speaking. It is the skill of a speaker to communicate information to a listener or a group of listeners. Her or his skill is realized by her or his ability to apply the rules of the language s/he is speaking to transfer the information s/he has in her or his mind to her or his listener(s) effectively. The ability s/ he has includes all the correct grammatical aspects of the language s/ he is speaking, the types of the information s/he is transferring, and the rhetoric she or he is conducting in a communicative event.¹⁰

Speaking is so much a part of daily life that we take it for granted.¹¹ people can produces many words in a day by many activities

⁹Tayar Yusuf, Syaiful Anwar, *Metodologi Pengajaran Agama dan Bahasa Arab* (Jakarta: PT.RajaGrafindoPersada, 1995) Hlm. 81

¹⁰Sanggam siahaan, *the english paragraph* (yogyakarta: grahailmu, 2008), pg. 02

¹¹ Scott Thonbury, *How to Teach Speaking*(Malaysia: Pearson Education Limited, 2012) P.1

they do. Speaking is an interaction between two persons or more that is done by the speaker to listener for delivering message that is wanted to express and it has the specific purpose. As people know that speaking is the major skill in English language and most of people communicate each other by speaking rather than other skill of language. People spend their much time by speaking every day. Therefore, it makes speaking being important to be learned by English learners who want to master English.

Speaking is a technical term to refer to one of the various skills that language learner should develop and have. This type of speaking tends to be seen as something that individuals do. It is legitimate, and for educational purpose useful, to look speaking in this way too, because it is true that individuals speak, and an important part of language use is personal. Nevertheless, it is also important to remember that speaking forms a part of the shared social activity of talking.¹²

M. Solahudin says in his book that speaking is the ability to speak English. From this definition, speaking is the ability to speak as foreign language. So, for students who studied English, speaking skill is the major skill and it is very important for them. Because as general we can know some students can get the point of English subject when they can speak English well and understandable.¹³

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and

¹² Sari Louma, *Assessing Speaking* (Cambridge University Press:2004) Pages 20

¹³ M. Solahudin, *buku Cepat otodidak Kiat- Kiat Praktis Belajar Speaking* (Jogjakarta: DIVA Press, 2010) Pages 17

meaning are dependent on the context in which it occurs, including the participant themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.¹⁴

So, the conclusion from the definition of speaking is a productive activity of delivering message from a speaker to the listener which the speaker pays attention to content of speaking message.



2. Function of Speaking

According to Jones and Burns in Richard's book that the functions of speaking are:¹⁵

a. Speaking as Interaction

The function of this speaking is refers to what we normally mean by "conversation" and describes interaction. It is occur when people meet, they exchange greetings, engage in small talk. recount recent experiences, and so on, because they wish to be friendly and

¹⁴[Http:// area.dge.mec pt/./whatspeakingis.htm](http://area.dge.mec.pt/~whatspeakingis.htm) assessed on Tuesday 16 February 2016

¹⁵ Jack C. Richards, *Teaching Listening and Speaking* (New York: Cambridge University Press, 2008) Pages.21

to establish a comfortable zone of interaction with others. And it is more focus on the speakers and how they wish to present themselves to each other than on the message. The examples of talk as interaction are: opening and closing conversations, choosing topics, making small talk, joking and etc.

b. Speaking as Transaction

The function of this speaking is refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. The example of talk as transaction are: making a telephone call obtain flight information, asking someone for direction on the street, buying something in a shop, ordering food from a menu in a restaurant, and etc.

c. Speaking as Performance

The function of this speaking is refers to public talk, that is talk that transmits information before an audience, such as classroom presentations, public announcement, and speeches. The examples of talk as performance are giving a class report about a school trip, conducting a class debate, giving a speech of welcome, and etc.

3. Kinds of Speaking

According to Rudolp, et al.¹⁶ the challenge of effective Speaking Testing B are many kinds of speaking that should students know, they are:

a. Speaking Accurately

Speaking accurately is speaking which using words that convey the meaning precisely. Its mean that when students speak accurately, they want their partner can interprate their words correctly and understand the meaning what students want to convey. If the listener cannot understand what the students mean it is seem that their speaking is fools.

b. Speaking Clearly

Speaking clearly is the way the students use spoken language clearly, without ambiguous and confusing language. In speaking clearly, they also need a large of vocabulary. The more they have large vocabulary, the more choices they have from which to select the word, which want to deliver.

c. Speaking Vividly

Vivid language it means a language that is fill of life- vigorouws bright, and intense. While, speaking vividly is the way the students speak lively, it can be made their listener interest with their information, and they can remember the students message Usually, speaking vividly is one of strategy that is used by the speaker in speaking public.

¹⁶ Sri Wulandari, *The use of chain drill technique on students speaking skill at eight grade of junior high school 1 Padema Pamekason*,(Thesis STAIN Pamekasan, 2014). Pages. 20

d. Speaking Appropriately

Students must have been appropriated speaking when they do communication with others, because through this way students can use the language to the need, interest, knowledge, and attitude of their listener. Its mean that students should know how to use 5W+IH (what, whom, where, when, why, and how) in our communication. It can avoid from communication with other.

D. Previous Study

In previous study the researcher take three previous study, the first previous study according to Keith Mousley describe about “Problem Solving Strategies for Teaching Mathematics to Deaf Students”, The researcher have the same title that is about problem solving but we have different Research focus, in Keith Mousley focus on Teaching Mathematics to Deaf Students but the researcher focus on Speaking Skill Students. The result of previous study is showed that these kinds of instructional strategies can enhance the problem solving performance of deaf and hard of hearing college students.¹⁷

The second previous study according to Sudiati describe about “The Effectiveness of Think Aloud Strategy in Students Reading Achievement”, in his research he focus on Reading Achievement, and the result is he finds that the students sometimes found some difficulties to develop their reading skill, because

¹⁷Keith Mousley, *Problem solving strategies for teaching mathematics to deaf students* (American:Academic Research Library, 1998). Page. 325

they were lack in understanding reading that will taught. So the teacher use Think Aloud Strategy to make students understand and the classroom more interesting.¹⁸

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.¹⁹ While the differences in this study focused on the students speaking skill but the previous study focused on the Trouble-shooting Ability of Aviation Technician Students.

So, the similarity in this research is about problem solving, and the differences are from the first previous study according to Keith Mousley, he just focused on problem solving strategies but in this research the researcher focused on think aloud pair problem solving technique, beside that Keith Mousley said in his research that he focused on teaching mathematics to deaf students, while in this research the researcher focused on speaking skill students. Next, from the second previous study according to Sudiati, she focused on effectiveness of think aloud strategy, while in this research the researcher focused on the use of think aloud pair problem solving technique, and also Sudiati focused on reading achievement. For the last previous study that conducted by Johnson, the first he

¹⁸Sudiati, *The Effectiveness of Think Aloud Strategy in Students Reading Achievement*. Pdf

¹⁹Johnson, “The Effect of Think Aloud Pair Problem Solving(TAPPS) on the Troubleshooting Ability of Aviation Technician Student.” *Industrial Teacher Education* 37, 1 (Juli, 1999)hlm. 1

used quantitative approach while in this research used qualitative approach, the second he focused on trouble shooting ability of aviation technician students. While in this research, the researcher focused on speaking skill students.

