THINK ALOUD PAIR PROBLEM SOLVING (TAPPS) STRATEGY IN TEACHING READING

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Abstract: This research is aim to know what extent the achievement of students' reading comprehension by using Think Aloud Pair Problem Solving (TAPPS) strategy at the tenth grade students of SMKN 3 Watampone. the objectives of the research is to know what extent the achievement of student's reading comprehension by using Think Aloud Pair Problem Solving (TAPPS) strategy. The population of this research is the tenth grade students of SMKN 3 Watampone which has 149 students. The writers applied random sampling, because the school has students more than 100 students. The X Multimedia Class is taken as the sample, because it has many students who have low values in English subject based on their teacher report. This research employs an instrument based on the problem statements investigated, It is Reading comprehension test. After several meetings, this research finds out the achievement of students' reading comprehension significantly effective to improve the student's reading comprehension. The result of this research shows that the mean score obtained by the students through pretest was 46.545 and posttest was 88.364; the t-test value was higher than the t-table (49.385 > 2.080). It means that there is a significant difference between the result of the students' pretest and posttest.

Keywords- Think Aloud Pair Problem Solving Strategy, Teaching Reading

INTRODUCTION

English must be taught to give supplies for the future. There are two reasons why we should learn English, first is English has become an international language that is used as the main language or one of the main languages in many countries and the second is people need a common language in order to communicate each other (Baker, 2000). Studying English is needed at least ability in writing, speaking, listening and reading.

Reading as the one of the four language is a receptive skill, like listening. This means it involves responding to text, rather than producing it. It involves making sense of written text (Spratt, 2005).

Being able in reading English is very important, because there are many books and literatures written in English (Hilmi, 2011). So it is very important for the student to know how to comprehend the reading text. Reading comprehension involves much more than reader's responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of the text types (Harris, 2007). Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update student's knowledge. Reading skill is an important tool for academic success (Patel, 2008).

Whenever we use language we create and interpret texts. When we read we interpret texts created by others. These texts are created to achieve particular purposes. Different kinds of texts are created to achieve different purposes. A functional, or social, approach to language focuses on how language works in different contexts to achieve particular purposes. Everyone should have the ability to read, especially in English because the fact shows most of the scientific books are written in English. It becomes essential for everyone to increase his or her knowledge. This idea is supported by the fact that reading has become a part of our daily activities. There are two main reasons for reading: reading for pleasure and reading for information. As we know one characteristic of good readers that has been noted in the literature is that they are able to make prediction about the text they read while they are reading.

Reading is a complex process which involves interaction between the reader and the language and ideas of the text. It involves readers in drawing upon their existing knowledge of the world, of language and of the written code in order to attend to the visual information of the text (Department of Education, 1997). The task of the reader is to construct meaning from a text by interpreting it within a particular context. A functional approach to language helps us to understand how a particular text works to achieve its purpose and so helps us to interpret, or read, the text. Teaching reading is about establishing effective and affective communication relationships with students. They are those who understand communication and learning are interdependent and the knowledge and attitudes students take with them from the classroom are selectively drawn from a complex assortment of verbal and nonverbal messages about the subject, the teacher, and

themselves. They are those who are more concerned with what the students have learned than with what they have taught, recognizing those two things are not necessarily synonymous. They are those who consciously and strategically make decisions about both what is communicated and how it is communicated (Wrench, 2009).

Reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced. My definition states that within the directional constraints of the printer's code, language and visual perception responses are purposefully directed by the reader in some integrated way to the problem of extracting meaning from cues in a text, in sequence, so that the reader brings a maximum of understanding to the author's message (Department of Education, 1997). Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience (Mikulecky, 2008).

So that, the researchers try to research an action research in SMKN 3 Watampone to help both the teachers and students for finding out a proper way in teaching reading which can increase the students reading ability. In this opportunity, the researchers are interested to choose one of cooperative learning, it is the Think Aloud Pair Problem Solving (TAPPS) Strategy. Cooperative learning seems to provide a classroom environment in which such needs can be met in a way that is beneficial for both academic achievement and the development of the learning skills. The main problem of this study is how to increase student's reading comprehension by implementing the Think Aloud Pair Problem Solving (TAPPS) strategy. Based on the explanation, the researchers attempt to carry out a research under the title, "Teaching Reading by Using Think Aloud Pair Problem Solving (TAPPS) Strategy at the tenth grade students of SMKN 3 Watampone".

Concept of Reading

Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning or constructing meaning. Reading is a means of language acquisition, of communication, and of sharing information and ideas. Reading defined as a process of thinking, evaluating, judging, imaging, reasoning a problem solving (Worther, 1993). Reading can be defined as a process of looking at and understanding what is written but it is not as simple as that, for many understand some things and not others and still be reading compared to someone who is reading in his own language, the foreign language reader may not understand many things and will have to develop strategies to overcome the

problems encountered yet, the fact is that, despite this view of what reading is, the reader does not have to look at or understanding every word in a text to be able to understand it in some measure although there are differences in the way people read, research shows that the efficient reader does not read word by word, but in groups of words, taking what he needs to discover the meaning of the text in an activity which has been called a psycholinguistic guessing game. However, mean random guessing, but principled and guided by two main sources (Bottino, 1999).

Reading is one of the basic communicative skills that are very complex process. It can be said that reading is a process in which reader to find information given by the researchers in the written form. While reading, someone can guess, predict, check, and ask questions about what the text is about (Merill, 1984). The effective reader brings a number of very important things. Knowing the writing system can recognize letters in a panted and handwritten form, and is familiar with the spelling of a wide variety of words (Bottino, 1999). Based on that definition, it can be concluded that reading is interaction between the reader and the researchers where the reader tackles what the researchers mean. The reader expresses it by giving attention, encoding, and retrieval with eyes and brain.

Reading is not straightforward process of lifting the words off the page. It is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences. Although at first glance, reading may seem to be passive, solitary and simple, it is in truth active, populated by a rich mix of voices and views (Schoenbach, 1999).

There are four kinds of reading (Hall, 1983) that is known as reading for information, reading for every term of which will be discussed below:

a. Reading for Information. Reading is to learn about a trade, or politics, or how to accomplish something. Reading a newspaper this way, or most textbooks, or directions on how to assemble a bicycle. With most of this sort of material, the reader can learn to scan the page quickly, coming up with what he needs and ignoring what is irrelevant to him, like the rhythm of the sentence, or the play of metaphor. Courses in speed reading can help us read for this purpose, training the eye to jump quickly across the page. Quick eye-reading is a necessity to anyone who wants to keep up with what's happening, or learn much of what has happened in the past.

b. Reading for Ideas. With a philosopher one reads slowly, as if it were literature, but much time must be spent with the eyes turned away from the pages, reflecting on

the text. Intellectual writing, requires intellectual reading, which is slow because it is reflective and because the reader must pause to evaluate concepts.

c. Reading for Escape. This reading is the automated daydream, the mild trip of the housewife and the tired businessman, interested not in experience and feeling but in turning off the possibilities of experience and feeling. The reader is in control: once the characters reach into the reader's feelings, he is able to stop reading, or glance away, or superimpose his own daydreams."

d. Reading for Engage. If we read a work of literature properly, we read slowly, and we hear all the words. If our lips do not actually move, it's only laziness. The muscles in our throats move, and come together when we see the word "squeeze." We hear the sounds so accurately that if a syllable is missing in a line of poetry we hear the lack, though we may not know what we are lacking. In prose we accept the rhythms, and hear the adjacent sounds. We also register a track of feeling through the metaphors and associations of words.

The great writers reward this attention. Only by the full exercise of our powers to receive language can we absorb their intelligence and their imagination. This kind of reading goes through the ear--though the eye takes in the print, and decodes it into sound--to the throat and the understanding, and it can never be quick. It is slow and sensual, a deep pleasure that begins with touch and ends with the sort of comprehension that we associate with dream. Reading literature is to be intimately involved with the words on the page, and never to think of them as the embodiments of ideas which can be expressed in other terms. Great literature, if we read it well, opens us up to the world, and makes us more sensitive to it, as if we acquired eyes that could see through things and ears that could hear smaller sounds (Hall, 1983).

There are three techniques in reading text (Kabik, 2011):

a. Skimming reading is reading to confirm expectations; reading for communicative tasks. It is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.

b. General reading or scanning is reading to extract specific information; reading for general understanding. It is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.

c. Close reading or searching reading is reading for complete understanding; reading for detailed comprehension (information; function and discourse). It is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled writers.

Concept of Reading Comprehension

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding text information, children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about (Wolley, 2011).

Reading comprehension is defined as the ability to understand information presented in written form. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader-related, text-related, and situational factors. Meaning is formed in the reader's head, that is, a person's prior knowledge affects the kinds of meanings constructed from the text information. From this perspective an individual's existing knowledge is a major determinant in acquiring new information. Furthermore, the reader's comprehension of the text is considered to be linked to the reader's ability to construct hypotheses, rules, schemas, and mental models (Wolley, 2011).

As comprehension involves the interaction of a wide range of cognitive skills and processes, there are many occasions where difficulties arise that may lead to comprehension failure. For example, during reading the ability to derive meaning is normally enhanced when there is a reduction in the cognitive load of a reader's working memory, and the reader can decode the words and phrases fluently and bring meaning to the unfamiliar vocabulary encountered. The indications are that successful readers are more efficient at gaining unfamiliar word meanings from texts because they have a greater

existing vocabulary, more experience using context clues, and greater background knowledge. In contrast, less skilled readers are considered to have more difficulties integrating read text information. Furthermore, due to the fact that strong contextual cues are not always found in many texts, less skilled readers may have more difficulty considering the writer's interpretations, and forming appropriate inferences from unfamiliar events or relationships (Wolley, 2011).

Based on the definitions above, the researchers assume that reading comprehension is the term used to identify some skills; it is needed to understand and apply information contained within, the writer form.

People generally do something because they want to get something from it. It is the same as with reading. People want to read something because they want to get something as their purposes. For example, a mechanical read the book about the element of a bike to repair it. There are some purposes of reading comprehension (Schoenbach, 1990), namely:

a. Reading is not a basic skill. Many people think of reading as a skill that is taught once and for all in the first few years of school. In this view of reading the credit (or blame) for student's reading ability goes to primary grade teachers. Seen this way, reading is a simple process: readers decode (figure out how to pronounce) each word in a text and then automatically comprehend the meaning of the words, as they do with their everyday spoken language.

b. Reading is a complex process. The text evoked voices, memories, knowledge and experiences from other times and places. As experienced readers read, beginning to generate a mental representation, or gist, of the text, which serves an evolving framework for understanding subsequent parts of the text.

c. Reading is problem solving. Reading is not straightforward process of lifting the words off the page. It is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences.

d. Reading is situationally bounded. A person who understands one type of text is not necessarily proficient at reading all types. An experienced reader of dessert cookbooks can understand what is meant by "turn out on a wire rack to finish cooling" but may be completely unable to make sense of a legal brief. A political science undergraduate can understand that the phrase "on the other hand I will argue" leads into the author's main point and that the main point will be contrast to the earlier discussion.

Reading comprehension skill is divided into four categories (Johan, 2006), as given below:

a. Literal Reading. Literal reading is fundamental to all reading skill at any level because reader must first understand what the author says before he can draw an inference or make an evaluation.

b. Interpretative Reading. Interpretative reading involves thinking skills in which readers identify ideas and meaning that are not stated explicitly in the written text. Interpretative reading requires the reader to understand not only what the author says, but also what the author means.

c. Critical Reading. Critical reading includes both literal comprehension and interpretative" comprehension. It is said that the reading occurs after the literal and interpretative reading.

d. Creative reading. Creative reading involves going beyond the material presented by the author. Creative reading requires reader to think of their read just as critical reading and it requires the reader to use their imagination. In creative reading, the reader tries to purpose new alternative solutions to those by writer.

There are some steps that we can apply to improve reading comprehension (Teaching Unit, 2010), they are:

a. Purposeful Reading. If you tend to begin reading like this: *"I need to read Chapter 6 – here it goes! ..."*, you may need to rethink your approach. Specifically, you will need to create a purpose for reading. you will look for answers to questions, general understanding of a topic or issue, detailed knowledge, a range of perspectives, identification of a writer's position, evaluation of a writer's position, arguments that support your position, arguments that oppose your position, examples, statistics, definitions, explanations, quotes, etc. Try to have the purpose in writing nearby so you maintain focus.

b. Information Words. "Information" words, the other words are like glue and paint: they are there to provide connections and add interest, but are not essential for meaning. If you concentrate on information words, you can read faster and with better comprehension. But, how do you learn to pick out the important information words? A large part of the trick involves paying attention to what the author is trying to say. Look for the message, and the information words will emerge naturally.

c. Phrase Reading. Watch the eyes of a friend or a member of your family while he or she is reading. You will see that they move along each line of print in a series of jerks. The pauses between the jerks are known as fixations. It is during the fixations that your eyes take in words. Poor readers take in only one or two words in each fixation.

d. Analytical Reading. Analytical reading (or study reading) is needed when you want to make sure that you fully grasp and appreciate what you are reading. You may have to read statements more than once, stop to think about them, or jot down key words when using this style. As a result, your reading rate can easily drop to below 100 words a minute.

e. Marking the Text. If the text you are reading is your own copy, you could also underline key words, highlight with a marker, or make notes in margins, or alternatively, if you don't own the text, you could use little 'post-it' labels. This process of marking texts can help you concentrate (and keep reading!) and can help you identify key points and make the book easier to survey later when you need.

f. Note Taking. If you don't take notes well, or don't take them at all, now is the time to develop this essential skill! Note-taking can help you gain deeper understanding and reflection, a better ability to remember and good exam preparation materials for later.

g. Managing Vocabulary. Even if you are a native English speaker, you may at times feel overwhelmed by the amount of unfamiliar vocabulary you encounter. Of course, as a university student, you have a great opportunity and need to build you vocabulary (discipline specific and general), so consult glossaries and use a dictionary. Keep a list of new words: record their definitions and write example sentences which show meaning and usage.

Concept of Think Aloud Pair Problem Solving (TAPPS) Strategy

In this research, it was decided to implement the TAPPS strategy because it was used as an instructional approach, and also because this strategy helped readers to comprehend more easily what was being read by them. The thinking aloud pair problem solving (TAPPS) technique is a strategy for improving problem solving performance through verbal probing and elaboration. TAPPS requires two students, the problem solver and the listener, to work cooperatively in solving a problem, following strict role protocols. The problem solver attempts to solve the problem, while fully verbalizing his or her thoughts and thought processes. The listener's goal is to develop a detailed understanding

of every step, strategy, and assumption of the problem solver. The listener makes certain that the problem solver continues talking by meeting even the shortest silence with statements such as, "Tell me what you are thinking now." The listener also queries the problem solver any time that the problem solver's thinking is unclear to the listener, using statements such as, "Tell me why you did that." Listeners are not allowed to solve the problem or ask questions or make statements that guide the problem solver toward a solution (Pate, 2004).

There are some formats for this technique is an active-learning structure (Brant, 2012) called Thinking-Aloud Pair Problem Solving (TAPPS):

a. Prepare a handout containing the derivation or solved problem to be analyzed and have the students pick up a copy when they come into class. Tell them to form into pairs (if the class has an odd number of students, have one team of three) and designate one member of each pair as A and one as B (plus one as C in the trio).

b. When they've done that, tell them that initially A will be the explainer and B (and C) will be the questioner(s). The explainers will explain a portion of the handout to the questioners, line-by-line, step-by-step, and the questioners will (a) ask questions (if the explainers say anything incorrect or confusing), (b) prompt the explainers to keep talking (if they fall silent), and (c) give hints (if the explainers are stuck). If both members of a pair are stuck, they raise their hands and the instructor comes over and helps. The second function is based on the fact that vocalizing one's thinking about a problem sometimes leads to the solution.

c. The students first individually read the description of the formula or model to be derived or the statement of the problem to be solved; then the explainers explain it in detail to the questioners and the questioners ask questions, keep the explainers talking, and offer hints when necessary. Give the class 2–3 minutes for this activity.

d. Stop the students when the allotted time has elapsed, randomly call on several of them to answer questions about the description or problem statement they just went through, and call for volunteers if additional responses are desired. Add your own explanations and elaborations (you're still teaching here). Then have the pairs reverse roles and work through the first part of the derivation or problem solution in the same manner. When results are obtained that are not in the handout, write them on the board so everyone can see and copy them. Proceed in this alternating manner through the entire derivation or solution.

This argument enclosed all the issues that imply think-aloud in a reading process. Think aloud are also used to model comprehension processes such as making predictions, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension. These sub-strategies will be defined in the ensuing sections. These comments reveal readers' weaknesses as well as their strengths as comprehenders and allow the teacher to assess their needs in order to plan more effective instruction

There are many procedures in TAPPS that can be followed by teacher, Richard and Joanna said that there are some procedures in TAPPS strategy. They are:

a. Use passages that contain unknown words, unclear sections, or contradictions.

b. The teacher reads aloud, stopping to verbalize the thinking that takes place when difficult or confusing material is encountered. The students follow along silently and listen as the teacher thinks through the trouble spots.

c. Students can work with partners to practice think-aloud by taking turns reading short, carefully prepared passages and sharing thoughts.

d. Students can practice independently using the checklist to verify use of the procedures. Integrate practice with other lessons and provide demonstrations of how, why, and when to use think-aloud.

Think Aloud Pair Problem Solving (TAPPS) is needed by students to help them claify the problem from the text, and used their background knowledge to solve the problem. Think Aloud Pair Problem Solving (TAPPS) focus to the solve problem solving process rather than the product. Barkley in Rahmi (2012) mention that:

a. Think Aloud Pair Problem Solving (TAPPS) can improve analytical skill by helping students to formalize ideas, rehearse concept, understand the sequence of steps underlying their thinking, and identify errors and learn to diagnose errors logic.

b. Articulating one's own process and listening carefully to another's process help students practice problem solving skills.

c. Think Aloud Pair Problem Solving (TAPPS) can also promote deeper understanding.

Think Aloud Pair Problem Solving (TAPPS) strategy is a strategy that teacher can apply in teaching reading. There are some procedures that should be followed by teacher, for example teacher gives a text and asks students to analyze the problem. Student involves

learning to talk aloud while thinking about a strategy for solving a problem and learning to listen and encourage. Think Aloud Pair Problem Solving (TAPPS) gives good effect for students to deeper their understanding (Rahmi, 2012).

There are several steps how to use TAPPS strategy (Barkley in Rahmi, 2012) :

a. Explain that reading is a complex process that involves thinking and sense-making; the skilled reader's mind is alive with questions the students ask themselves in order to understand what they read.

b. Select a passage to read aloud that contains points that students might find difficult, unknown vocabulary terms, or ambiguous wording. Develop questions you can ask yourself that will show what you think as you confront these problems while reading.

c. While students read this passage silently, read it aloud. As you read, verbalize your thoughts, the questions you develop, and the process you use to solve comprehension problems. It is helpful if you alter the tone of your voice, so students know when you are reading and at what points you begin and end thinking aloud.

d. Coping strategies you can model include: Making predictions or hypotheses as you read: "From what he's said so far, I'll bet that the author is going to give some examples of poor eating habits"; Describing the mental pictures you " see": "When the author talks about vegetables I should include in my diet, I can see our salad bowl at home filled with fresh, green spinach leaves"; Demonstrating how you connect this information with prior knowledge: "'Saturated fat'? I know I've heard that term before. I learned it last year when we studied nutrition"; creating analogies: "That description of clogged arteries sounds like traffic clogging up the interstate during rush hour"; Verbalizing obstacles and fix-up strategies: "Now what does 'angiogram' mean? Maybe if I reread that section, I'll get the meaning from the other sentences around it: I know I can't skip it because it's in bold-faced print, so it must be important. If I still don't understand, I know I can ask the teacher for help"; Ask the students to work with partners to practice "think-aloud" when reading short passages of text. Periodically revisit this strategy or have students complete the assessment that follows so these meta-comprehension skills become second nature.

METHOD

This research employs quantitative research. The purpose of the research is to find out the student's reading comprehension after getting the treatment of Think Aloud Pair Problem Solving (TAPPS) strategy from the material of reading text. The group did the pre-test, got the treatment, and did the post-test. Treatment (X) was given to the students between pre-test (TI) and post-test (T2) (Arikunto, 1997). In this research, there are two variables. They are dependent variable and independent variable. The dependent variable of this research is the student's reading comprehension. The independent variable of this research is the use of Think Aloud Pair Problem Solving (TAPPS) strategy in teaching English. In this study, the population of this research is the tenth grade students' of SMKN 3 Watampone, academic year 2014/2015, consisting of six classes. The total numbers of population are 149 students. The researchers took some students from population as a sample and uses cluster sampling technique and it tooks one class from six classes in tenth class. It is "X Multimedia" class. The total numbers of sample are 22 students

The instrument of the research is reading test. The contents of the reading test include factual question, determining a title and determining the main idea. They are compiled by collecting information about the subjects, which are learned at SMKN 3 Watampone. For those reason, the researchers compiled 25 items of multiple choice and 10 items of essay question taken from various sources. Those choices from multiple choice questions: factual questions are 16 items; determining a title are 4 items and determining the main idea are 5 items. Every question is valued at 2 points, and then the total value is 50 points. And the essay questions: determining a title are 4 items; determining the main idea are 6 items. Every question is valued at 5 points, and then the total points are 50 points. Thus, the total points of multiple choice and essay questions are 100 points.

Procedure of collecting data were given a pre-test and treatment conducted for eight meetings to give students reading material and for applying Think Aloud Pair Problem Solving (TAPPS) strategy and each meeting takes 45 minutes. The treatments were given after giving pre-test. This was done for eight meetings in the classroom at 24th April of 2015 till 29th May of 2015. The researchers gave reading test to find student's ability before giving treatment. It was done to know what extent student's reading comprehension in SMKN 3 Watampone. So, the researchers could measure their skill and used the best strategy in teaching English for the students. Pre-test was held on Friday, 24th April of 2015. The Pre-test consists of reading test with multiple choice, 25 numbers and essay questions, 10 numbers. The test allocated about 90 minutes. And the last, the researchers gave posttest. Posttest was given to the students after they had done the treatment. It was

held on 1 June of 2015. This test is to find students' ability in reading comprehension by using Think Aloud Pair Problem Solving (TAPPS) strategy. The test allocated about 90 minutes. It means that the item and content of post-test is same as in the pre-test.

In analyzing the data, the researchers employed some steps as follows:

1. the data correction answer at pretest and posttest (Arikunto, 2002) by using formula:

$$Score = \frac{students\ corrrect\ answer}{the\ total\ number\ of\ terms} x100$$

2. Classification the students score (Depdikbud, 1985) into seven:

   a. 96 to 100 is clasified as "excellent"

   b. 86 to 95 is clasified as "very good"

   c. 76 to 85 is clasified as "good"

   d. 66 to 75 is clasified as "fairly good"

   e. 56 to 65 is clasified as "fair"

   f. 36 to 55 is clasified as "poor"

   g. 0 to 35 is clasified as "very poor"

3. Calculating the mean score of the students` answer (Arikunto, 2002) by using the formula :

$$\overline{X} = \frac{\sum X}{N}$$

   Where:

   $\overline{X}$ = Mean score

   $\sum X$ = The Sum of all Score

   N = The Number of Subject

4. Calculating the standard deviation of the students pretest and posttest (Gay, 2006) by applying following formula :

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

   Where:

   SD = Standard Deviation

   $\sum X$ = The Sum of all Score

$\sum X^2 =$ The Sum Square of all Score

N = Number of students

5. To find out whether the difference the between pretest and posttest value of the test (Gay, 2006) by using the following formula:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

t = The test of significance

$\sum D$ = The different between the score of the pretest and the score of posttest for each student

D = the mean score from the different score of pretest and posttest

$\sum D2$ = the square of D

 N = number of students

FINDINGS AND DISCUSSIONS

Findings

The findings of the research deal with the rate percentage of the students' score obtained through test, mean score, standard deviation, test of significance, the result of inferential analysis. In the rate of percentage of students' score pre-test and post-test are presented showed that before treatments were conducted, most of students were in poor classification with the highest rate percentage was 90.90%. Meanwhile, none of them was in excellent classification with the lowest rate percentage was 0%. The mean score was 46,545. It indicates that before the treatments were given, the achievement of the student's reading comprehension was categorized into poor classification. And after giving the treatments to the students, two students were in excellent classification with the highest percentage 9.09%. Meanwhile, most of the students in very good classification with the rate of percentage 59.09%, besides that, there are seven students got good classification with the rate percentage 31.82%. Then none in fairly good until very poor classification with the lowest percentage 0%. The mean score was 88.364 indicates that after treatments were conducted, the achievement of the student's reading comprehension by using think aloud pair problem solving (TAPPS) strategy was effective.

Having calculated the result of the student's pre-test and post-test, the mean score and standard deviation of the student's reading comprehension by using Think Aloud Pair Problem Solving (TAPPS) strategy showed that the statistical summary of the student's mean score and standard deviation both in pre-test and post-test. The mean score of the result of the student's pre-test was 46.545 and the mean score of the result of the student's posttest was 88.364. The student's standard deviation of pre-test was 7.353 and the standard deviation of the post-test was 4.991. It means that the mean score of post-test was higher than the mean score of pre-test. Thus, it can be said that the use of Think Aloud Pair Problem Solving (TAPPS) strategy in teaching reading comprehension was effectiveness.

In other to know whether or not the mean score was different from two tests (pre-test and post-test), the researchers used t-test which indicated that the value of the t-test was higher than the value of the t-table. It indicates that there was a significant difference between the result of the student's pretest and posttest. Inferential analysis is answered by using t-test and the result was analyzed based on the research hypothesis. The result of data analyzed is the t-test = 49.385 was higher than t-table = 2.080 at level significance α 0.05 and df 21 = 2.080, thus the result shows that null hypothesis (H_0) teaching reading by using Think Aloud Pair Problem Solving (TAPPS) cannot develop the students' reading comprehension at the tenth grade of SMKN 3 Watampone, is rejected and alternative hypothesis (H_1), teaching reading by using Think Aloud Pair Problem Solving (TAPPS) can develop the students' reading comprehension at the tenth grade of SMKN 3 Watampone, is accepted. From the result above, we can also show the difference between t-test and t-table is very significant. Consequently, it can be concluded that teaching reading by using think aloud pair problem solving (TAPPS) strategy was proved to be effective.

Discussions

The statistical analysis from the result of the students' comprehension achievement test of this research shows that the student's comprehension before doing treatment using Think Aloud Pair Problem Solving (TAPPS) strategy was still low. It was proved by the result of pre-test before treatments that there were 1 (4.55%) students got very poor, 20 (90.90%) students got poor, 1 (4.55%) students got fair score. Meanwhile, no one of them got fairly good, good, very good as well as excellent scores. On the contrary to the result of the student's pre-test above, there was a significance improvement on the post-test where 2 (9.09%) students got excellent score, 13 (59.09%) students got very good score, 7 (31.82%) students got good score but no one (0%) got fairly good, poor and very poor score.

The researchers assume that teaching reading by using Think Aloud Pair Problem Solving (TAPPS) is really helpful to improve the student's reading comprehension achievement because there is a significant students' reading comprehension develop after the treatments were conducted. It was proved by the result of data analysis after being compared t-table (2.080) with t-test (49.385). Further research should be conducted to investigate why students are unsuccessful at utilizing and transferring meta-cognitive skills without benefit of an external prompt. Additionally, if thinking aloud pair problem solving results in more efficient troubleshooting through elaboration of the thought process, research is needed to determine strategies to invoke this process when the external prompt is removed. This would allow students to exhibit independent meta-cognitive skills, and to become successful independent problem solvers. More specifically, educators may be able to overtly teach these skills to students (Pate, 2004).

CONCLUSIONS AND SUGGESTION

Based on the data analysis and discussion above, the researchers come to conclusion that the students' reading comprehension before doing the treatments is still low; it was proved by the data that the most of students got poor classification with mean score of students' pre-test was 46.545. Students' reading comprehension achievement after applying Think Aloud Pair Problem Solving (TAPPS) strategy is significantly improved their reading comprehension; it was showed by the data that most of them got very good score with mean score of students' post-test was 88.364.

In view of fact that the implementation of Think Aloud Pair Problem Solving (TAPPS) strategy in teaching reading as the teaching strategy, has been proved to be more effective in increasing the student's reading comprehension in learning English reading, the researchers would like to give suggestions as follows: The English teachers should be creative to manage the material and the classroom for teaching reading; they should be creative in applying new strategy for students to improve their ability in learning language and apply this strategy as one of the ways to improve reading comprehension to the English learners in reading subject. The students have to improve their abilities, skills in English, especially, reading comprehension as like as we need and they should achieve reading comprehension and manage their time.

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