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The Role of Using Thinking Aloud Pairs Problem Solving (TAPPS) Strategy in Teaching Reading Comprehension to EFL Preparatory School Students

A B S T R A C T

Thinking Aloud Pairs Problem Solving has been used as a strategy in teaching reading comprehension. Students should read, re-read silently, think aloud, verbalize what they think, and discuss and share information (work in pairs) to solve problems that are related to the reading passage. This strategy helps students to evaluate their reading which leads them to produce a better comprehension of the text. These aims are supposed to be achieved as follows:

- 1- Finding out the role of using (TAPPS) strategy on EFL preparatory school students' achievement in reading comprehension.
- 2- Finding out if there is any significant difference between the experimental group's achievement at the recognition and production levels.

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تعزيز التنمية الشاملة والتباين من خلال التحقيق في مجموعة واسعة من الثقافات العالمية

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الخلاصة:

تستخدم استراتيجيات التفكير بصوت عال لحل المشكلات بشكل أزواج كاستراتيجية لتدريس الفهم القرائي. وكنيجة لتدريس القراءة الاستيعابية، يجب على الطلبة قراءة النص وإعادة قراءته بشكل صامت والتفكير بصوت عال والتعبير عما يفكرون به ومناقشة المعلومات ومشاركتها (العمل بشكل أزواج) لحل المشكلات في النصوص من أجل إعطاء فهم واضح. تساعد هذه الاستراتيجيات الطلبة في الفصل الدراسي على تقييم قراءتهم مما يؤدي الى فهم أفضل.

تهدف الدراسة إلى ايجاد "دور استراتيجية التفكير بصوت عالي لحل المشكلات بشكل ازواج في تعليم القراءة الاستيعابية لطلبة المدارس الإعدادية دارسي اللغة الانكليزية كلغة أجنبية. من المفترض أن يتحقق هذا الهدف على النحو التالي:

- ١- معرفة تأثير استخدام استراتيجية التفكير بصوت عال لحل المشكلات بشكل ازواج في تحصيل طلبة المرحلة الإعدادية دارسي اللغة الانكليزية كلغة أجنبية في تعليم القراءة الاستيعابية.
- ٢- معرفة ما إذا كان هناك فرق معنوي بين تحصيل المجموعة التجريبية على مستوى الادراك والإنتاج.

Chapter One :Introduction

1.1 Statement of the Problem

Learning a new language means learning " a new culture, a new way to think, feel and act" (Brown, 2000:12). In Iraq, English regarded as a foreign language and taught formally from primary school to the university level. The most common complaint is the ability of teachers to apply suitable teaching or learning approaches, procedures, strategies or techniques. So, many students are not concerned in studying English. Therefore, Nababan (1991: 115-131) states that a qualified teacher is the teacher who is able to suit best method or technique to the material that is being taught.

In English, there are four skills that should be learned, which are: listening, speaking, reading, and writing. In the field of education, the reading skill becomes very important, students need to be exercised and trained in order to have a good reading skill (Harmer, 2007: 99).

Reading has proved to be the fundamental tool for learners. It does not only help to improve reading skill, but also enhances listening, speaking and writing ability. This is because people's level of thinking may change through constant reading. Within the process of reading, there are two significant elements which are understanding and learning. Thus, reading in general requires cognitive involving, coordination of attention, memory, perceptual processes, and comprehension processes (Kern, 1994: 441-461).

Students find that reading comprehension activities are difficult to be understood since they can struggle to grasp accurately the context of the text. As students' progress to the next levels in their academic years, yet the reading comprehension tasks they have to face with also become more difficult. Insufficient reading knowledge, concentration and lower motivation are big problems. If these problems cannot be solved at the beginning, then all these

problems will have a ripple effect on the students and eventually destroy them (Klingner et al., 2015: ix).

In order to master reading skill, a teacher as an educator have to use good strategies or methods in teaching learning processes. One of these strategies and methods that researchers use to get a clearer picture of what learners usually do when reading in a foreign language is (TAPPS) strategy (ibid).

1.2 Aims of the study

This study aims at:

- 3- Finding out the role of using (TAPPS) strategy in teaching reading comprehension to EFL preparatory school students.
- 4- Finding out if there is any significant difference between the experimental group's achievement at the recognition and the production level.

1.3 Hypotheses of the study

The following null hypotheses are put forward in order to be verified:

- 1- There are no statistically significant differences between the mean scores of the control group, who are taught according to the conventional method and the mean scores of the experimental group, who are taught by using (TAPPS) strategy in the post-test.
- 2- There are no statistically significant differences between the mean scores of the experimental group's achievements at the recognition level and that at the production level in the post-test.

1.4 Limits of the Study

The present study is limited to:

- 1- The use of (TAPPS) strategy as a model for students to help skilled readers construct meaning from a text.
- 2- Iraqi EFL fifth preparatory school students at city of Baghdad Al-Karkh/1, at Al-Rafidain School during the academic year (2020-2021).
- 3- Reading passages from **English For Iraq** (students' book & activities book).

1.5 Value of the Study

The value of the present study can be stated as in the following:

- 1- It helps EFL curricula designers and EFL methodologists to develop instructional materials.

- 2- It helps teachers by facilitating their role as well as students by helping them to absorb the structures and the rules of English quite easily and smoothly.
- 3- It improves students' ability to analyze problems and comprehend what they read and hear.
- 4- Finally, it motivates students to employ the four skills (writing, reading, speaking and listening) in their daily lessons.

Definitions of the Basic Terms

Role is a function or part that is performed as a process, particularly in a specified operation. It refers to the effect under a controlled situation of an experimental factor (Good, 1959: 197).

Role is how someone or something is involved in an activity or situation, and how much influence they have on it (Keeney, 1996: 231).

Think Aloud Pairs Problem Solving

TAPPS is a technique that encourages problem-solving skills by verbalizing one's thoughts to a listener (Hartman and Glasgow, 2002: 38).

Think aloud is a research procedure in the cognitive sciences which is used to explore how people think. It involves presenting a problem or question and then

observing how people think aloud-talk about what they are thinking as they work through a problem. (Barkley et al., 2005: 172-176).

Reading Comprehension as Booth (1998:10) states that in understanding information from the text, "students need to be able to internalize what they read and then make connections between what they read and what they already know".

Chapter Two

Theoretical Background and Previous Studies:

2.2 Think Aloud Pairs Problem Solving (TAPPS) Strategy

Thinking aloud during problem-solving means that the subject keeps on talking, speaks out aloud whatever thoughts come to mind while performing the task at hand. Unlike the other strategies for gathering verbal data, there are no interruptions or suggestive prompts or questions as the subject is encouraged to

give a simultaneous account of the student thoughts and to avoid interpretation or explanation of what he/she is doing, he/she just has to concentrate on the task (Van Someren et al., 1994: 26).

In (TAPPS), student pairs get a series of problems as well as specific rules- problem solver and listener that turn with each problem. The partner listens to the problem solver, following the steps, attempting to understand the reasoning behind these steps, and offering suggestions if there are any missteps (Barkley et al., 2005: 172-176).

2.2.2 Definitions of Thinking Aloud Pairs Problem Solving (TAPPS)

TAPPS is a form of reciprocal teaching that engages learners in a deeper cognitive processing (Pestel, 1993: 83-94). TAPPS has been used in a variety of disciplines, from mathematics and engineering to reading comprehension and general thinking skills. Following a pairs-learning procedure, two students should work as a team and take turns playing the role of the problem solver. The non-solving student assumes to take the role of the monitor, and observes, critiques, and evaluates the problem-solving performance (Greenfield, 1987: 5-22).

The listener does not help the solver to solve the problem. Instead, he/she should observe the problem - solving process. The listener reminds the problem solver to

verbalize what he/she is thinking and doing while solving the problem and asks questions to clarify the process that is being described verbally by problem solver.

The main goal of this process is to make the problem solvers aware of what they know, what they can do, whether they are doing it correctly, and whether the process is reasonable. Even when the problem solver fails to solve the problem, both students can get benefit from monitoring the thought processes involved. Through this strategy, implicit thought processes can be brought into the open and observed by both learners. By taking turns solving different problems, the students will not only learn to solve problems, but also learn to become more reflective problem solvers (Johnson & Chung, 1999: 1-16).

2.2.4 The Concept of Problem Solving

Holyoak (1995: 267-296) defines a problem as a situational goal that an individual may desire to achieve for the solution path which is not immediately

known. The process of problem solving is used when an individual attempt to accomplish a goal for which an obstacle exists (Marzano & Kendall, 2007: 51).

Davidson *et al.*, (1994: 207-226) describe the process of solving problems as the direct behaviour of individuals towards identifying, evaluating, and using possible options that will accomplish the desired situational goal.

The structure of problem-solving process uses four-steps approaches: framing the problem (the what), diagnosing it (the why), finding solutions (the how), and implementing the solution (the do)

2.2.7 Advantages and Disadvantages of TAPPS Strategy

According to Lochhead (2001:21) there are some **advantages** to adopting the TAPPS strategy in teaching reading comprehension these advantages are: -

- 1- TAPPS strategy can be at least as valuable as an equal amount of personal practice time because it provides students with opportunities for continuously learning from each other, so the TAPPS strategy is an effective way in learning since students can avoid wasting time by learning from each other.
- 2- The TAPPS strategy can help students to practice problem solving skills and learn to diagnose error in logic by articulating their thinking process and listen carefully to one another.
- 3- The TAPPS can also improve analytical skill by helping students to formalize ideas, rehearse concepts, and understand the sequence of steps underlying their thinking.
- 4- The TAPPS strategy can also promote deeper understanding.

Also, the TAPPS strategy has some **disadvantages**, which are: -

- 1- Students usually think faster than they speak, so when students try to think aloud, sometimes their thoughts will jump out of words.
- 2- If students do not have adequate knowledge about a problem, they may not be able to think aloud effectively about how they are going to solve it.
- 3- Some students might be shy about thinking aloud because of their cultural/linguistic background, speech impediments, or simple peer pressure. (Hartman & Glasgow, 2002:39)

2.3 Reading Comprehension

2.3.1 Reading

Grabe and Stoller (2002:193) describe the perception of reading as “an active process of comprehending [where] students need to be taught strategies to read more efficiently (e.g., guess from context, define expectations, make inferences about the text, skim a head to fill in the context, etc.)”.

Widdowson (1990:2) sponsors River’s view by adding that reading is an act of participating in a discourse between interlocutors, and that reading efficiency is a matter of how an effective discourse the reader can create from the text, either in term of rapport with the writer or in term of his purpose an engaging in the discourse in the first place.

Staiger (1973:37) maintains that reading is essentially a cognitive process during which the reader does not only comprehend ideas found on a text but also how to interpret and evaluates them.

Anderson (1999:1) states that:

“Reading as an active, fluent process involves the reader and the reading material in building meaning. Meaning does not reside on the printed page, synergy occurs in reading which combines the words on the printed page with the reader’s background knowledge and experiences”.

According to Peter and Rodgers (2006:12) the term of “reading” requires all the following: -

1. The skills and knowledge to understand how phonemes, or speech sound are connected to print.
2. The ability to read fluently.
3. The ability to decode unfamiliar words.
4. Sufficient background information and vocabulary to foster reading comprehension.
5. The development of appropriate active strategies to construct meaning from printing.
6. The development and maintenance of motivation to read.

2.3.2 Reading as an Act of Communication

Smith (1978:12) defines reading as an act of communication in which information is transferred from transmitter to a receiver, whether the reader is a scholar deciphering a medieval text or a child identifying a single letter on a blackboard.

Communication is a reading or any form that requires the participation of two parts to convey a message. The first part is the sender (the writer) and the second part is the receiver (the reader). The message has to be encoded by the sender and processed by the receiver (Darwesh,1998:22).

According to Brown (2007:119), messages may differ in the amount of information they convey. This depend upon how much new and important information the message contains.

2.3.3 The Importance of Reading

The two main reasons for reading are: reading for information and reading for pleasure (Grellet,1981:4). In reading for pleasure, readers have the option of skipping the whole sections if they find either too difficult or less interesting. They can skip from the words they do not understand, especially, if they think they are following the main point. The only requirement for this is that the story or the main idea must be comprehensible. While reading for information enhances scanning skills, increases reading achievements, synthesize author's ideas (Krashen, 1987: 164).

Krashen (1987:167) points out that letting students to read in English is really important for a number of reasons: -

Reading is a necessary skill for many foreign language learners. Many students are able to read effectively, when dealing with manual instruction, or even fiction.

Reading in the foreign language is important because it shows the written form in action.

Frequent reading exposes students to the language in a way that helps them to acquire the language itself, either consciously or subconsciously.

Previous Studies

Masruroh (2017)

The aim of this study was to know whether there is a significant influence of think aloud pair problem solving towards students' speaking ability at the 8th grade.

The sample of this research was two classes each consisting of 184 students. The study methodology used was quasi-experimental design with the treatment performed in 3 meetings in which 2x40 minutes for each class. The researcher took

two classes, one class as the experimental class and the other was as the control class. The researcher used think aloud pair problem solving in the experimental class whether in the control class the researcher used three phase technique. In collecting the data, the researcher used instrument in the pre-test and post-test. The instrument was a speaking test in oral form. The data were analyzed by using SPSS to compute independent t-test.

The result was that there is a significant influence of think aloud pair problem solving towards students' speaking ability at the 8th grade.

Nufus and Arnawa (2018)

The aim of this study was to determine the effect of type cooperative model Thinking Aloud Pair Problem Solving on students' problem-solving abilities. This study was a quasi-experimental study with the randomized group only design.

The sampling was done randomly after testing for normality, homogeneity, and average similarity. The sample was (51) 7th grade students divided into two groups: section A- as experimental design which were (26), while section B- as control group which were (25) students. Independent variable in this study is the TAPPS type cooperative learning model and the dependent variable of students' problem-solving ability.

Research data was collected by tests. This test is used to measure students' problem-solving abilities, and used t-test to analyze the data.

The result of this research was showed that the ability of problem-solving students of experimental class is better than the control class.

Chapter Three: Methodology

3.1 Experimental Design

Best and Khan (2006:177) define experimental design as " the blueprint of the procedures that enable the researcher to test hypotheses by reaching at reasonable conclusions about the relationship between independent and dependent variables".

The experimental design adopted in the current study is entitled" The Post-Test Only, Equivalent-Group Design" as shown in **table (3.1)**. It includes the following points:

- 1- Selecting two groups randomly and assigning them to the experimental and control groups.
- 2- Equalizing the both groups based on certain variables, such as student age, parents' level of education and scores in previous academic year.

- 3- The independent variable is the teaching strategy, TAPPS.
- 4- The same instructional materials were used for the both groups.
- 5-The experimental group is taught according to the TAPPS whereas the control group is taught according to the conventional method.
- 6-Post testing the two involved groups of students.
- 7-Using the suitable statistical methods in order to analyze the collected data and produce the final results.

Table (3.1)
The Experimental Design of this Study

Groups	Independent variable	Post-test
Experimental group	TAPPS	Post-test
Control group	Conventional method	Post-test

3.2 Population and Sample of the Study

Creswell (2012:142) defines a population as a group of individuals who have the same characteristic. While a target population (or the sampling frame) is a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study. A sample is a subgroup of the target population that the researcher aims to study for generalizing about the target population.

The target population of the present study includes 82, fifth-year students of Al-Rafidain School for Boys in the city of Baghdad Al-Karkh/1, during the academic year 2020-2021. The students are grouped into two sections: (A, and B). Sections (A) and (B) have been randomly selected to be the experimental and control groups whose total number is (82). Section (A) consists of (40) students while section (B) consists of (42) students. (10) students were excluded from section (A) and (12) students were excluded from section (B). Some of those students were employed for the pilot study. Thus, (30) students have been selected from section (A) as an experimental group, and (30) students from section (B) represent the control group. Therefore, the total number of the involved sample is (60) who represent 73,17% percent of the original population, as shown in **table (3.2)**.

Table (3.2)
The Population and Sample of the Study

Groups	No. of students	No. of pilot study	No. of sample
Experimental	40	10	30
Control	42	12	30
Total	82	22	60

3.4 Instructional Material

The material which has been taught to the two groups of students is (English for Iraq, textbook) for fifth preparatory students, which consists of eight units and each unit includes ten lessons. The material is existed in both Student Book and Activity Book. Each fourth unit is a revision of the pre-three units. The researcher taught six units of English for Iraq:

- unit one (lesson 8, topic: Babylon Festival; lesson 10, topic: New Year's party)
- unit two (lesson 4, topic: The Swimmer; lesson 8, topic: The Internet; lesson 10, topic: Mobile Phones),
- unit three (lesson 6, topic: The environment; lesson 9, topic: The Arabian Oryx; lesson 10, topic: Cars are bad for us!),
- unit four (lesson 1, topic: Bakkar's adventures),
- unit five (lesson 2, topic: The Oasis Gym),
- unit six (lesson 5, topic: The Spanish Captain).

The experiment of this study has been done in the first semester of the academic year 2020 – 2021. The two groups of the study began on the second of December and continued for about ten weeks, and ended on the fourth of February 2021. The experimental group is taught by using the **TAPPS Strategy in Teaching Reading Comprehension** twice a week, while the control group is taught by using the **conventional methods** on Tuesday because of the special circumstances Iraq and other countries have been exposed to covid-19.

3.5 Construction of the Achievement Test

An achievement test has been constructed in terms of the content and behavioural objectives of the instructional material. The post-test contains nine questions, see **Appendix (F)**.

1-The First Passage

- The first question is an unseen passage (The Lion and The Mouse), the student should fill in the gaps by guessing a suitable word in an incomplete image (visual, or cognitive) by using linguistic and background experiences. Which are consist often items and is given ten marks, the purpose of this question is to understand the directions related to the production level.
- Whereas the second question is skimming, the test-takers skim a passage to conclude the main idea and the lesson that is found in this passage. This question is given fifteen marks. This question aims to measure comprehension related to the production level.
- Question three is answering the questions that related to the passage consists of five items i.e. each item is given three marks and related to the recognition level. The purpose of this question is to measure students' comprehension level.

2-The Second Passage

- Question four consists of (A) and (B): A- consists of three items. Each item is given two marks, the researcher asks the students to observe the given picture and to circle the appropriate choice to measure their comprehension. B- the researcher asks the student to scan the text quickly and write down the place and the time of the story. It is given four marks; this part is related to the production level.
- Question five is matching which consists of five items. Each item is given one mark. This is to measure the recognition level.
- Question six also consists five items. The researcher asks students to fill in the blanks from the given words between the brackets to complete the sentences. Each item is given one mark which is related to the recognition level.

3- The Third Passage

- Question seven divided into (A) and (B): A- the researcher asks students to read the passage carefully and then reorder the events. It is given ten marks, the purpose of this question is to measure students' cognitive, related to recognition level. While B- the researcher asks students to write suitable end to the story. Which is given five marks, which relate to production level.
- Question eight which is required from the students to list down things that they need when they go camping. It is given ten marks which related to production level.

- Question nine consists of (A) and (B): A- In this question the researcher asks the students to match the definitions of words to measure their knowledge. Which consists of five items each item has two marks. While B- consists of five items. Each item is given one mark. This is to measure the Affective level. The purpose of this question to measure comprehension related to the production level, as shown in **table (3.8)** the specification of post-test.

The post-test has been simultaneously administrated to both groups (the experimental group and the control group) on the 4th of February, 2021. The assigned time for answering the test was fifty minutes. Later on, the test papers have been collected to be scored.

3.6 Scoring Scheme of the Post-test

The three questions of the second passage and the three questions of the third passage are scored by the researcher himself, whereas the first, second and third question at the first passage have been scored by a committee which is contained, the researcher and two other instructors* taking into consideration the subjective questions which are scored according to certain criteria, namely: grammar, vocabulary, idea, organization and the literary structures, see **table (3.9)**.

3.7 Validity & Reliability of the Achievement Test

Gronlund (1998:226) defines validity as “the extent to which inferences made from assessment results are appropriate meaning and useful in terms of the purpose of the assessment”.

Validity refers to the truth of the test when it measures the components that the testees proposed to measure (Bynom, 2001:13). The purpose of validation in language testing is to ensure the justifiability and fairness of interpretations based on test performance. There are two important types of validity: face validity and content validity.

Verma and Beard (1981: 86) defines reliability as one of an important characteristic of a good test. A test which is reliable if its degree of accuracy stays stable and consistent in each time is conducted with the same condition for the same sample of students.

Reliability means, no matter what it tests, the degree of the test stability; it should be stable (Best & Khan, 2006:289).

3.8 Pilot study

Good (1973:143) defines a pilot study as a preliminary study conducted with a sample out of the experiment sample to inform the researcher with any obstructions that may face during the test.

As an initial step for conducting the final form of the experimental work, a pilot study is achieved in this study in order to:

- 1- find out the clarity of the test instructions,
- 2- estimate the time required to answer the test items, and
- 3- achieve item analysis of the test.

So, a separate EFL group of (22) 5th preparatory school students selected from EG and CG randomly have been adopted of the present study, which is requested to answer the items concerning the post test. Then, the testees' papers have been collected and corrected by the researcher himself. After administering the pilot study, the researcher found out that:

- 1- There is no serious ambiguity in the instructions of the post test.
- 2- The time required to answer the test items ranges between 45-50 minutes. The average time is then 50 minutes.

Chapter Four

Analysis of Data and Discussion of Results

4.1 Presentation of the results

1.1.1 Comparison Between the Mean Scores of the Experimental

Group and that of the Control Group in the Post-test

To verify the first hypothesis that states “there are no statistically significant differences between the mean scores of the experimental group, and that of the control group in the post-test”, both mean scores are obtained and compared. Results show that the mean scores of the experimental group is (62.20) and that of the control group is (47.00). By using the t-test formula for two-independent samples, the calculated t-value is found to be (7.03), while the tabulated t-value is found to be (2.00) at the degree of freedom (58) and level of significance (0.05), as shown in **table (4.1)**.

Table (4.1)
The Means Scores, Standard Deviations, and T-Values of
The Two Groups in the Achievement Test

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG	30	62.20	9.63	Calculated	Tabulated	58	0.05
CG	30	47.00	6.88	7.03	2.00		

The result of table (4.1) indicates that there is a significant difference between the mean scores of the experimental group and that of the control group, and for the benefit of the former. This means that the achievement of the experimental group which has been taught by TAPPS strategy is better than the achievement of the control group which has been taught by the conventional method. Thus, the first hypothesis is rejected.

4.1.2 Comparison between Students' Achievement at the Recognition Level and that at the Production Level in post-test

The obtained mean scores of the students' achievement at the level of recognition in the post-test is (36.45) while that at the level of production is (43.57). The T-test formula for the two-paired samples is then used to determine whether there is any significant difference between the obtained mean scores. The calculated T-value is (6.37), while the tabulated T-value is (1.70) at the degree of freedom (29) and the level of significance is (0.05), as shown in **table (4.2)**.

This means that the achievement of the students at the level of production is better than their achievement at the recognition level. Consequently, the second hypothesis, which states that there is no significant difference between the mean scores of the students' achievement of the students at the recognition level and that at the of production level in the posttest, is also rejected.

Table (4.2)

The Mean Scores and T-Value of the Experimental Group Achievement at Recognition and Production Levels

Levels	No. of students	Mean	SD.	T-Value		DF	Level of Significance
Recognition	30	36.45	12.85	Calculated	Tabulated	29	0.05
Production		43.57	13.81	6.37	1.70		

Discussion of the Obtained Results

The outcomes of the study show that the achievement of the experimental group who has been taught by Using TAPPS strategy is better than that of the control group who have been taught by using the conventional method. This means that TAPPS strategy proves to be more effective and a helpful tool than the conventional method, in teaching reading comprehension.

From the researcher's perspective , the improvement of students' achievement in reading comprehension by using TAPPS strategy could be attributed to the following factors:

1-TAPPS strategy is an easy strategy which could be applied by teachers and used by students.

2-TAPPS strategy helps students to understand, comprehend and memorize passages better.

3-The EFL preparatory students find that the TAPPS is flexible and they be able to choose their own peers in the classroom. They also find it enjoyable which allows them to express their own opinions freely and stimulate their thinking.

4- TAPPS strategy increases students' confidence in their learning ability and encourages them to familiarize themselves with their partners', cooperatively.

As far as the difference between the achievement of the students' level at recognition and at the level of production is concerned, results show that the achievement of the students at the level of production is higher than that of

recognition as explain in this diagram. This difference could be attributed to the following factors:

1. TAPPS strategy encourages students to create, organize and better connect relationships between ideas.
2. TAPPS strategy improves effectively the way that the students record information; enhance their creative problem solving and creative thinking.

Results of the present study are in agreement with those of:

-Prakoso (2014)who found that the students who taught by using TAPPS method have better speaking skill than those who taught by using Direct Method . In other words , the use of TAPS method is more effective than Direct method for teaching speaking; the students who have high interest have better speaking skill than those who have low interest; there is an interaction between teaching methods and interest in teaching speaking.

-Masruoh (2017) found that there is a significant influence of think aloud pair problem solving towards students' speaking ability.

-Nufus& Arnawa (2018)found that the students' ability of problem –solving in the experimental class is better than the control class.

Finally,

-Yusuf (2019) found that there was a significant influence of using Think Aloud Pair Problem Solving (TAPPS) technique toward students' listening skill.

Conclusions

In the light of the results of the present study, the following conclusions can be drawn:

1. The subjects of the experimental group of the present study have dealt positively with TAPPS, showing high interest and motivation.
2. TAPPS is beneficial, appropriate, and effective in developing reading skill.
3. It helps the EFL preparatory school students to improve their understanding in comprehending a reading text.
4. TAPPS motivates students to employ the four skills (writing, reading, speaking and listening) in their daily lessons.

Recommendations

The following recommendations are put forward in the context of the obtained results and drawn conclusions:

1. Teachers of English should be trained on using TAPPS in teaching reading comprehension, to increase their students' achievement.
2. Curriculum designers and EFL methodologists are recommended using TAPPS in teaching reading comprehension.

Suggestions for Further Studies

The following points are suggested, for further research:

1. The Role of Using TAPPS Strategy in Teaching Speaking or Listening Skill.
2. The Effect of Using TAPPS Strategy on University Students' Achievement in Reading Comprehension.

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