

**DEVELOPING STUDENTS' SPEAKING SKILLS THROUGH  
THE TREFFINGER LEARNING MODEL AT  
MAN 2 KOTA MAKASSAR**



***A THESIS***

*Submitted to the Faculty of Teacher Training and Education  
Universitas Muhammadiyah Makassar in Partial Fulfillment of  
The Requirement for the Degree of Education in English Department*

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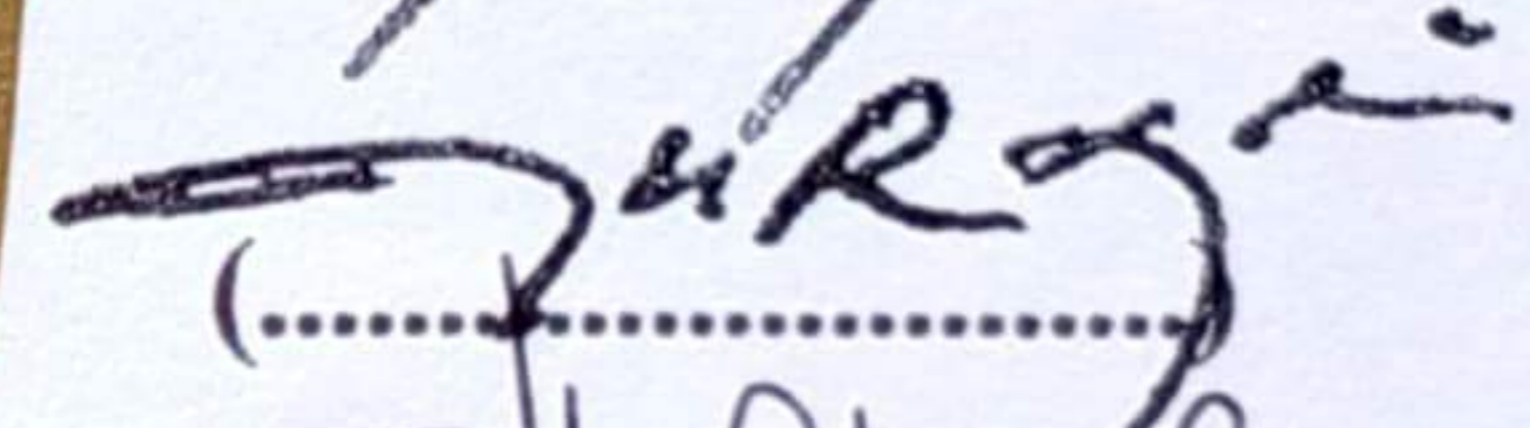
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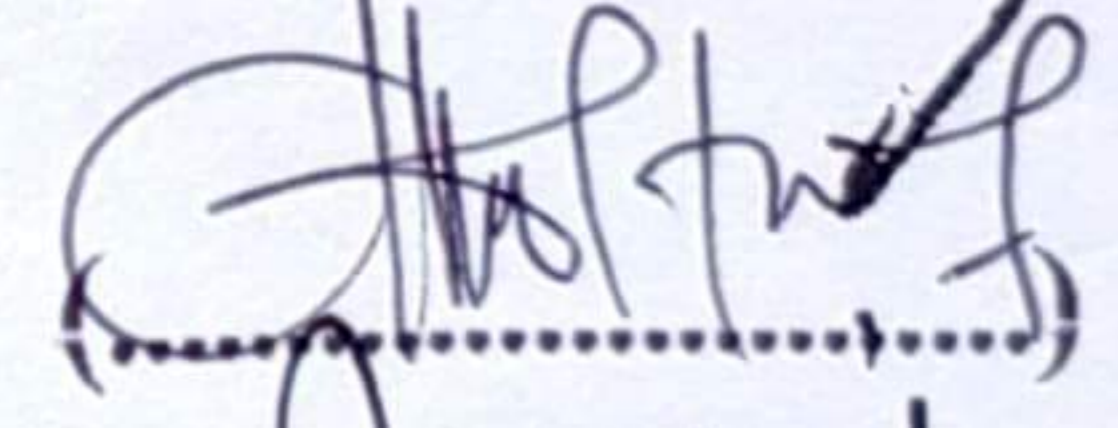
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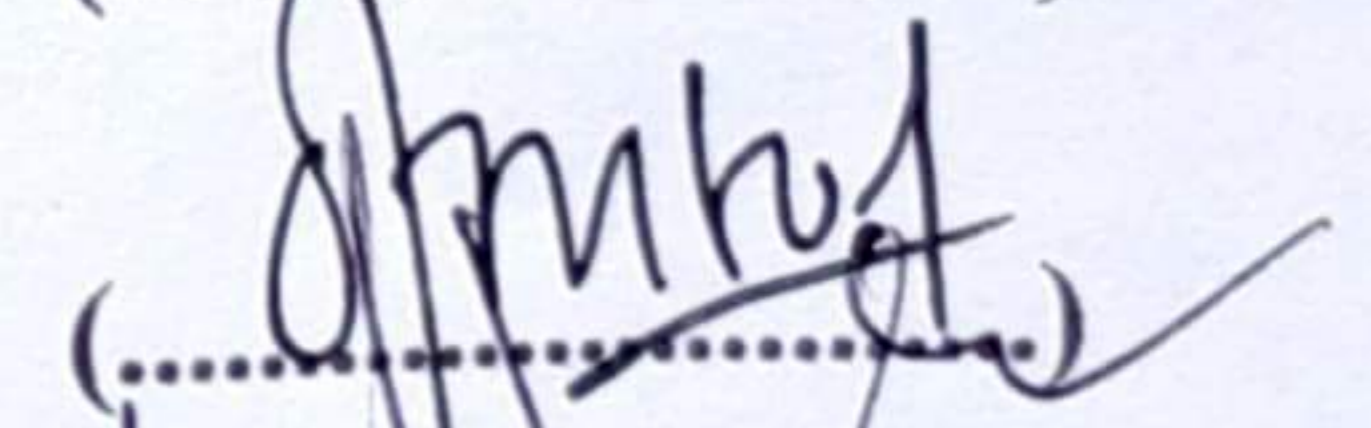
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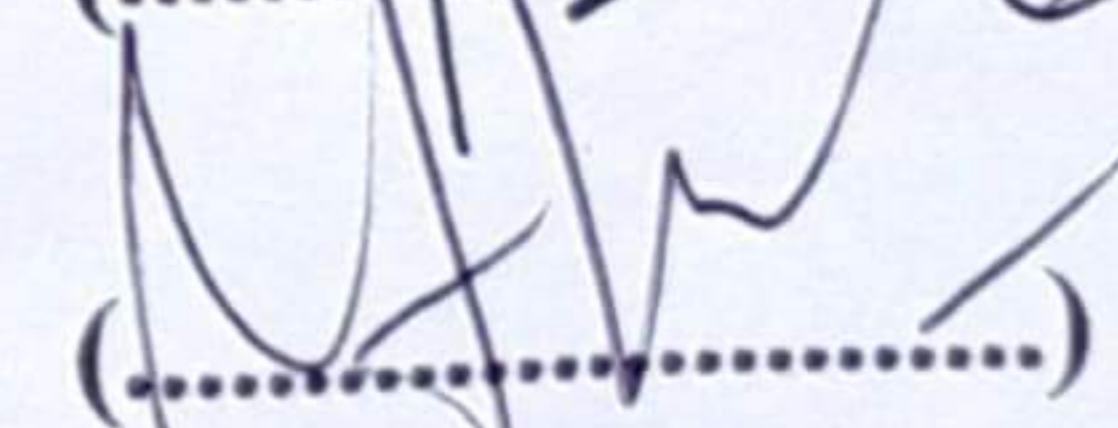
  
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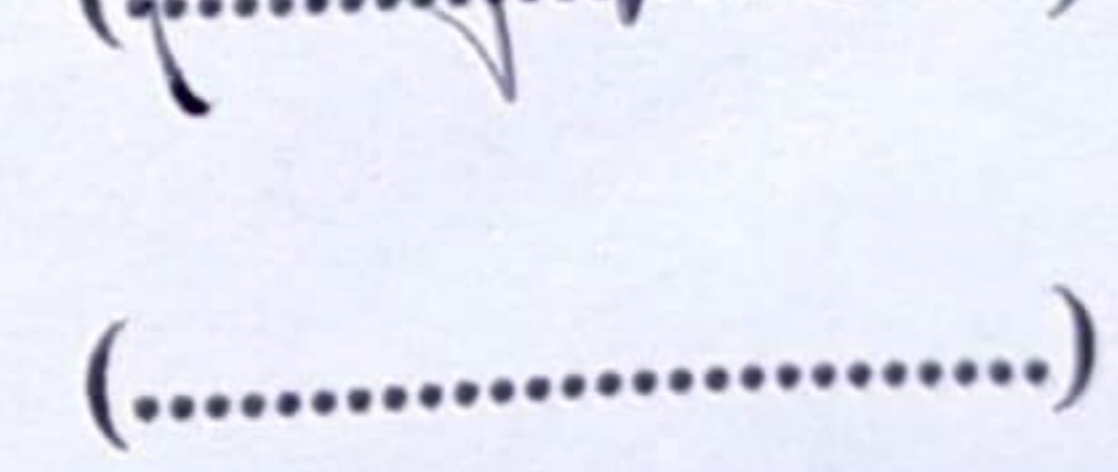
  
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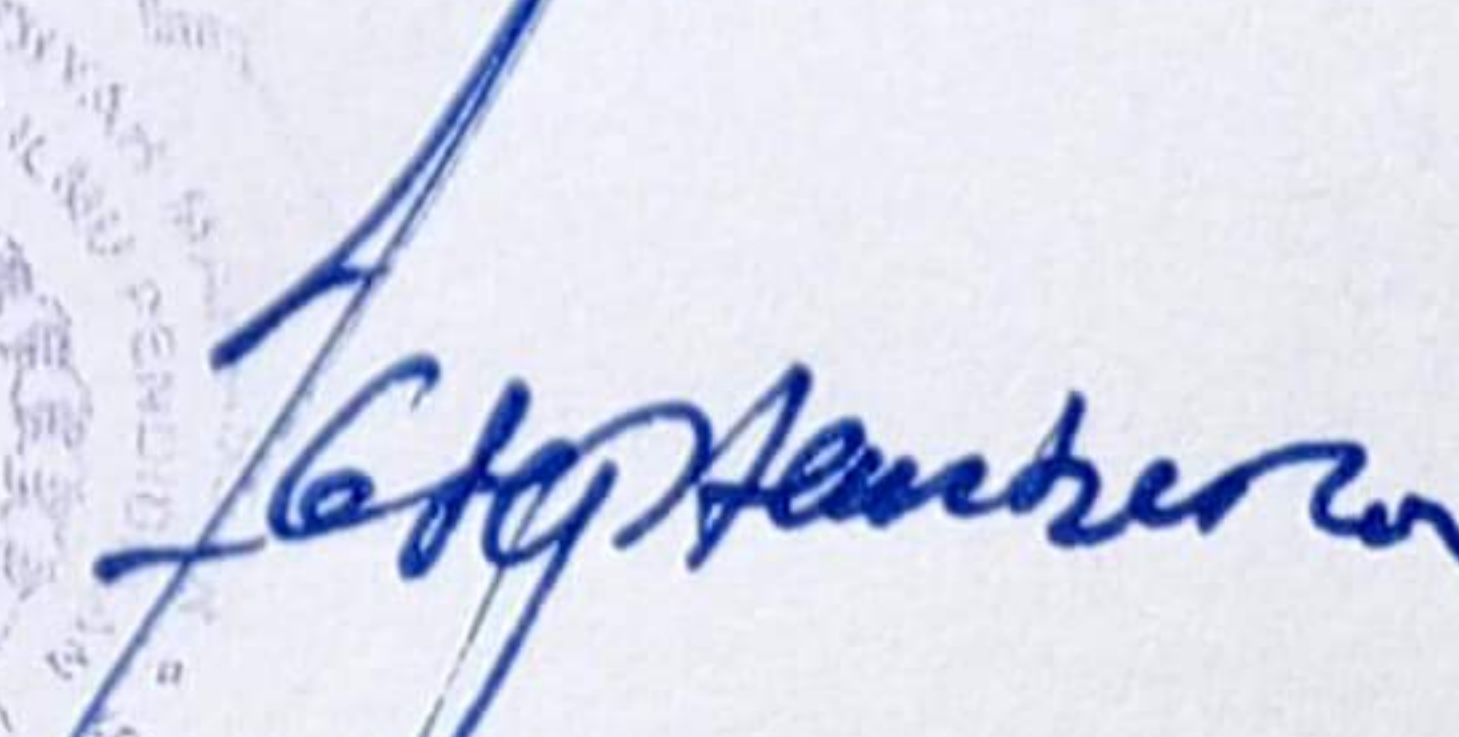
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| 11/08/2023 | I       | Background dan problem statement di bagian kebeli |      |
| 12/08/2023 | I-II    | Review of related literature                      |      |
| 14/08/2023 | II      | Conceptual framework work                         |      |
| 15/08/2023 | IV      | Data analysis dan instrument                      |      |
| 16/08/2023 | IV      | Collect data dan finding document                 |      |
| 16/08/2023 | IV      | Discussion dan findings part in more detail       |      |
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## **MOTTO**

**“Trust your self first and then people will trust you too”**

**“Tidak ada akhir yang menyedihkan bagi mereka yang yakin kepada Allah”**

## **DEDICATION**

**I dedicated this thesis for my family, people who always support me and also  
people who always ask “Kapan lulus?”**



## ABSTRACT

**Madania, 2023.** *Developing Students' Speaking Skills Through The Treffinger Learning Model At Man 2 Kota Makassar.* A thesis of English Education Department the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Herlina Daddi and Maharida.

This research aimed to find out whether the use of the Treffinger learning model can develop the students' speaking skills in terms of Pronunciation and whether the use of the Treffinger learning model develop the students' speaking skills in terms of Vocabulary. The method of this research was pre- experimental research and applied Treffinger Learning Model as the learning model to taught speaking skill. The research had been done for six meetings that were designed; first meeting was for pre-test, 4 meetings for treatment, and the last meeting for post-test. The population was the 11th grade students of MAN 2 Kota Makassar in academic year 2022/2023. Total number of population was 502 students and Islamic English Teenager (IET) that consist of 25 students' was taken as sample.

The writer analyzed the data by using t-test. The result showed that there were significant difference on the students' speaking skill in terms of pronunciation and vocabulary taught with Treffinger Learning Model. The students' mean score of pronunciation was 60.72 in pre-test to be 85.80 in post-test. While, the students' mean score of vocabulary was 60.68 in pre-test to be 84.16 in post-test. The researcher concluded that teaching speaking by using Treffinger Learning Model develop the students' speaking skills in terms of pronunciation and vocabulary at the 11th grade of MAN 2 Kota Makassar.

**Keywords:** *Pronunciation, Vocabulary, Students, Learning Model*

## ABSTRAK

**Madania, 2023.** *Mengembangkan Keterampilan Berbicara Siswa Melalui Model Pembelajaran Treffinger Di Man 2 Kota Makassar.* Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Herlina Daddi dan Maharida.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan model pembelajaran Treffinger dapat mengembangkan keterampilan berbicara siswa ditinjau dari *Pronunciation* dan apakah penggunaan model pembelajaran Treffinger dapat mengembangkan keterampilan berbicara siswa ditinjau dari *Vocabulary*. Metode penelitian ini adalah penelitian pra-eksperimen dan menerapkan Model Pembelajaran Treffinger sebagai model pembelajaran untuk mengajarkan keterampilan berbicara. Penelitian dilakukan selama enam kali pertemuan yang dirancang; pertemuan pertama untuk pre-test, 4 pertemuan untuk treatment, dan pertemuan terakhir untuk post-test. Populasinya adalah siswa kelas XI MAN 2 Kota Makassar tahun ajaran 2022-2023. Jumlah populasi sebanyak 502 siswa dan Islamic English Teenager (IET) yang terdiri dari 25 siswa diambil sebagai sampel.

Penulis menganalisis data dengan menggunakan uji-t. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan pada keterampilan berbicara siswa dalam hal pengucapan dan kosa kata yang diajarkan dengan Model Pembelajaran Treffinger. Nilai rata-rata pengucapan siswa adalah 60,72 pada pre-test menjadi 85,80 pada post-test. Sementara, nilai rata-rata kosa kata siswa adalah 60,68 pada pre-test menjadi 84,16 pada post-test. Peneliti menyimpulkan bahwa pengajaran berbicara dengan menggunakan Model Pembelajaran Treffinger mengembangkan keterampilan berbicara siswa dalam hal pengucapan dan kosa kata di kelas 11 MAN 2 Kota Makassar.

**Kata Kunci:** Pelafalan, Kosa Kata, Siswa, Model Pembelajaran

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The researcher is aware of the significant contributions and beneficial advice made by numerous people in order to finish this thesis. Without the assistance and support of many individuals, the researcher would never have been able to finish this thesis. As a result, the researcher would like to personally appreciate to all of them.

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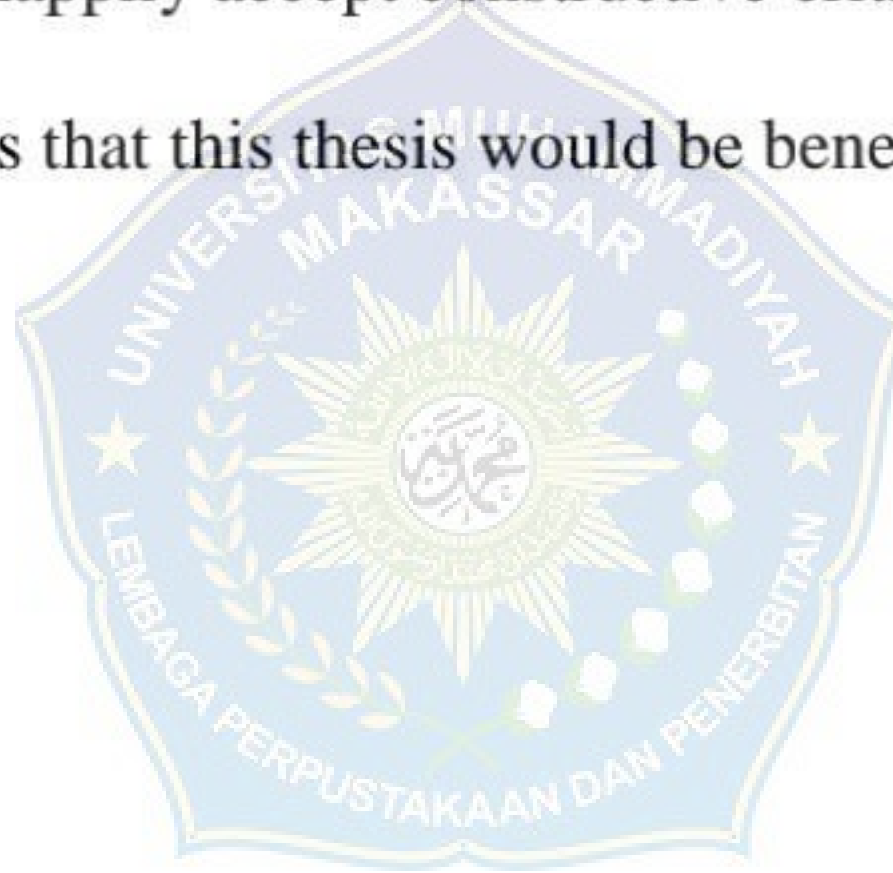
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Finally, the researcher realizes that this thesis is far from being perfect. Therefore, she will happily accept constructive criticism in order to make it better. The researcher hopes that this thesis would be beneficial to everyone. Aamiin



Makassar, 15 Agustus 2023

Researcher

Madania

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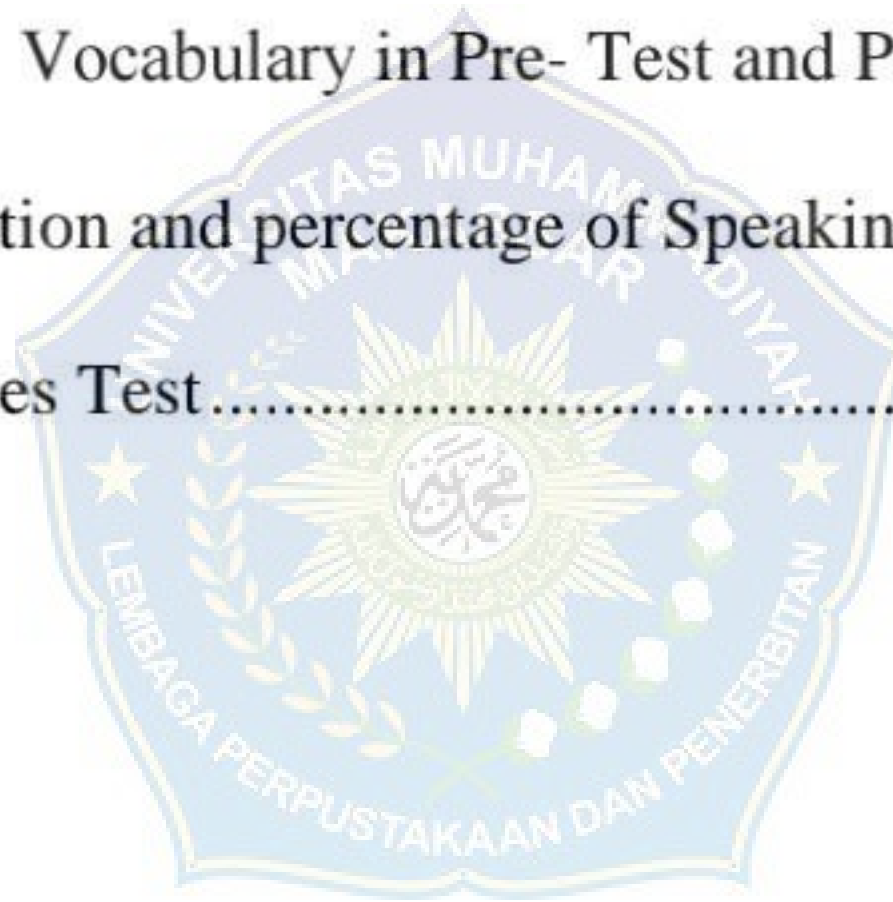
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## CHAPTER I

### INTRODUCTION

#### A. Background of Research

Language is a mode of communication that involves conveying messages through expressive means in diverse activities and specific contexts. Language can be defined as a system of speech sounds and symbols utilized by individuals to communicate with one another. Language can be characterized as a set of organized vocalizations that serve as a means of communication between individuals. It functions as a tool or instrument that enables individuals to convey messages to their conversational partners, ultimately fostering collaboration and mutual understanding between speakers. The present case can be elucidated by positing that language, as a structured auditory medium, serves as a surrogate mechanism for individuals to articulate their thoughts, which are subsequently reciprocated by the conversational partner, thereby facilitating effective communication. Language holds significant importance as a medium of human communication, serving the dual purpose of transmitting information and fostering social connections among individuals.

A foreign language can be defined as a language that is not commonly or officially spoken in a particular region and is not proficiently spoken by individuals who are native to that country. The acquisition of foreign languages can be achieved through either formal or informal education. The acquisition of a

foreign language yields numerous advantages and holds significant relevance in the contemporary age of worldwide interconnectedness. The acquisition of a foreign language can facilitate social interaction and effective communication with individuals from diverse backgrounds. Acquiring proficiency in a foreign language can facilitate and enhance the experience of traveling, as it enables individuals to effectively communicate with native speakers and gain a deeper understanding of the local culture. Individuals who acquire proficiency in foreign languages are also endowed with cultural insights and perspectives, thereby expanding their global comprehension. In addition, acquiring proficiency in a foreign language can enhance cognitive functions, including memory retention, analytical reasoning, and problem-solving capabilities. In addition, it enhances one's ability to listen attentively and retain information in memory.

One of the foreign languages that can be learned is English. English is an international language that is widely used by people to communicate, English is spoken in many countries and serves many important purposes in everyday life, including business and education. English is now considered a foreign language in Indonesia, according to the Indonesian government. As a result, English is taught as a topic to students at the elementary, junior high, high school, and even university levels.

There are several challenges in learning English. Those are afraid of speaking because they are afraid of being thought wrong so they are embarrassed to bring out their English skills, they are also afraid of being ridiculed by other people so that this makes it difficult for students to practice their English in real life. Another challenge

is difficulty in pronouncing words in English because these words are not like the pronunciation in their native language. Not only that, the problem that most often arises is the lack of motivation and assuming that English is a very difficult language to learn.

Based on my experience in carrying out P2K (Strengthening The Teaching Profession) activities, where I taught students at a school, I found some students who felt afraid when they were going to carry out English learning because when they tried, some of their friends laughed at them, not only that, they also felt embarrassed and nervous when going to speak English in front of many people. Besides that, According to Hayat's (2009) research, learners encounter challenges with sounds that have different pronunciations across different words. Other expert also argues that one of the challenges of learning English is a lack of motivation, Mohammed (2018) It has been observed that certain individuals who are in the initial stages of learning the English language exhibit a negative response towards it, resulting in a potential lack of motivation, self-assurance, and an increased susceptibility to stress, anxiety, and a fear of committing errors.

Based on the explanations and problems described above, the researcher plans to use the Treffinger Learning Model. The Treffinger learning model is regarded as one of the learning models that can put students in situations where they can actively engage with others in the language and deepen their understanding of the language they are learning. Students manage the issue and attempt to find a solution to it as they learn. The goal is to help the students communicate more effectively and communicatively in everyday situations. Additionally, the Treffinger learning

approach is entertaining and motivating, allowing students to express themselves more freely. Setiawati (2014) discovered that the Treffinger Learning Model can boost students' engagement and learning. The Treffinger Learning Model is also effective for enhancing students' skills. Sari et al (2016) also found that the Treffinger Learning Model can improve students' critical thinking so that students become more active and confident in participating in learning in the classroom.

In that research, the researcher conducted the study titled "Developing Students' Speaking Skills Through The Treffinger Learning Model At MAN 2 Kota Makassar."

### **B. Research Question**

1. How does the use of the Treffinger learning model develop the students' speaking skills in terms of Pronunciation?
2. How does the use of the Treffinger learning model develop the students' speaking skills in terms of Vocabulary?

### **C. Research Objectives**

As the formulation of the problem that have been described, the objective in this research are:

1. To find out how does the use of the Treffinger learning model developing the students' speaking skills in terms of Pronunciation.
2. To find out how does the use of the Treffinger learning model developing the students' speaking skills in terms of Vocabulary.



## **D. Significant of The Research**

### 1. Theoretical Benefits

- a. The results of this study may contribute literature on the use of Treffinger Learning Model.
- b. The results of this study can be use as a reference for the development of studies that can be use by teachers for senior high school students.

### 2. Practical Benefits

#### a. For Teachers

The results of this study are expected to be used by teachers as an innovation and also a strategy to improve students' speaking by applying the Treffinger Learning Model.

#### b. For Students

The results of this study are expected to provide awareness to students to improve their speaking skills and can increase students' interest in learning speaking skills.

#### c. For Other Researcher

The results of this study are expected to be additional knowledge and insight regarding the Treffinger Learning Model when conducting further research.

## **E. Scope of the Research**

This research was carried out to determine the development of students' abilities in speaking skills, especially pronunciation and vocabulary, using the Treffinger Learning Model at MAN 2 Kota Makassar.





## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Related Findings

The researcher Kusuma et al. (2020) conducted a study with the objective of determining the impact when using the Treffinger Learning Model on strengthening Creative Reasoning Skills and Mathematical Problem Solving and Student Learning Interests. The findings of their investigation revealed that the increase in students' creative reasoning abilities and students' mathematical problem solving abilities with Treffinger learning was superior to regular learning. It was also discovered that students' creative reasoning and quantitative problem-solving abilities increased in direct proportion to the degree to which they were interested in the subject matter being studied.

This research was carried out at one of the Islamic high schools located in Aceh and was carried out by Elvita et al. (2020), who investigated how to use Treffinger learning models in order to improve students' creative abilities. The findings of this research indicate that the Treffinger learning model is a useful educational tool that is not only valid but also efficient and practical.

Research by Alhadad et al. (2015) was also conducted with the help of the Treffinger Learning model. The purpose of the investigation was to explore, compare, and explain the accomplishment and development of students' mathematical communication skills. (MKM). The purpose of this study was to prevent students from becoming unengaged, and the findings indicate that (1) the

achievement and improvement of MCS students who learn to use TM is higher than students who learn to use CL; (2) Based on the PMK category, the achievement and improvement in MCS of students using TM were also higher than learning with CL; and (3) There is no interaction effect between learning (TM and CL) and PMK on students' achievement and improvement of MCS. This research was carried out to prevent students from becoming passive.

Akbarani (2019) conducted a study about the Treffinger Learning model, which was implemented for the students in the tenth grade at one of the Vocational High Schools in Indonesia. The study used a sample size of 26 students to conduct the research. The results of this research indicate that teaching Treffinger's learning paradigm to students can improve their ability to communicate verbally. According to the findings presented above, using the Treffinger learning paradigm to improve students' speaking abilities results in a positive outcome for all parties involved.

The research that was carried out by Sayekti (2018) was carried out in class X at SMA Galih Agung Lau Bakeri Deli Serdang Private High School. The research was carried out by performing classroom action research. Using the Treffinger model, the purpose of this investigation is to help students improve their ability to determine the central concepts of paragraphs. The findings of this investigation suggest that (1) students' comprehension of the Treffinger Model, which instructs them to identify the principal arguments contained within paragraphs, improves over the course of the study. (2) The Treffinger model has proven to be effective in increasing students' ability to determine the main ideas of paragraphs in tenth grade (grade 3 experiment)

of SMA Galih Agung Private High School in the 2017 academic year with several modifications to: a) The teacher's clever attitude in teaching b) The teacher's vigilance in writing vocabulary c) Teacher's attitude in delivering lessons and d) teacher's classroom management.

Several prior studies have indicated that the Treffinger Learning Model is applicable to diverse learning contexts and can enhance students' proficiency across multiple domains. Hence, researcher express an interest in carrying out investigations utilising the Treffinger Learning Model.

Based on what explain before, the previous research and the research that will be carried out have similarities where this research both uses the Treffinger learning model as a learning approach that aims to improve students' skills. As for the difference itself, this research focuses on how the development of students' speaking skills at MAN 2 Makassar City after applying the Treffinger Learning Model, while previous research focused on creative thinking skills, communication skills, text comprehension, or mathematical problem solving. Although both use the Treffinger learning model, this research has a more specific objective, namely to find out how to improve students' speaking skills, especially on Vocabulary and Pronunciation, whereas previous research has a broader focus.

## **B. Some Pertinent Ideas**

### **1. Concept of Speaking**

#### **a. Definitions of Speaking**

According to Harmer (2001: 271), speaking is an activity that requires interaction, and it takes place within the constraints of real-time processing. It indicates that they will have the ability to use words and sentences fluently without exerting a great deal of conscious effort. Effective speakers need to be able to process language in their own minds and put it into coherent order so that it can come out in forms that are not only comprehensible, but also communicate the meanings that are intended. This ability is necessary for effective communication. In addition, speaking is an activity that takes place in real life and is carried out by the speaker in order to carry out his thoughts and interact with listeners, as stated by Thornbury (2005:20). The activities are not preplanned, and their continuation is determined by the current circumstances.

Kayi (2006: 3) Speaking is an essential component of both the learning and instruction of a second language. The capacity to communicate in a second language in a way that is both clear and effective is a crucial factor in determining whether or not a student will be successful in school and, later, in every aspect of life. Not only that, but Boonkit (2010: 1305) also stated that speaking is one of the four important abilities in speaking English, which is particularly important to

keep in mind if the speaker is not from the UK's home country. This ability can be described as the ability to use language in real situations, the ability to report actions with the appropriate words, or the ability to communicate or transmit ideas fluently. All of these are examples of fluency.

According to Widdowson (1979: 57), speaking is a form of oral communication that involves two essential components: the speaker who conveys the message and the listener who receives the message.

Based on some explanation above, Speaking is an interaction that takes place between speakers who will convey meaning and listeners who will listen to messages, and the purpose of this activity is to convey ideas that contain a meaning and can be understood. It shows that speaking is one of the most important aspects of language. Speaking is an interaction that takes place between speakers who will convey meaning and listeners who will listen to messages.

## **b. Speaking Competence**

### **1) Fluency**

The primary objective of teaching speaking skill is to develop fluency, which is considered the foremost competency. According to Skehan's (1996: 13) explanation, speaking fluency refers to the capacity to generate spoken language without excessive pauses or hesitations. Excessive hesitations and pauses during speech can impede fluency and negatively impact the speaker's mood.



According to Hedge's (2000: 269) assertion, fluency pertains to the capacity to provide coherent responses by establishing connections between words and phrases, enunciating sounds with clarity, and utilizing appropriate stress and intonation.

According to Hughes' (2002: 293) assertion, fluency denotes the capacity of learners to articulate their thoughts coherently and without impeding communication, as listeners may become disinterested. Fluency pertains to the proficiency of a student in utilizing mechanical skills, including pauses, speed, and rhythm, language use that entails coherence and rationality, and judgment skills that involve the capacity to communicate suitably, depending on the context.

## **2) Accuracy**

Accuracy is identified as the second characteristic of speaking performance. It is imperative for learners to possess fluency in acquiring a foreign language. Hence, it is imperative for educators to prioritize precision in their pedagogical approach. The concept of speaking accuracy pertains to the degree to which the language utilized by a speaker adheres to the established norms of the target language. Yuan and Ellis (2003: 20) pertains to the accurate enunciation of words, the appropriate usage of lexicon, and the proper application of syntax.

It is imperative for learners to prioritize the precision and comprehensiveness of language form during verbal communication. This entails emphasizing grammatical structures, vocabulary, and pronunciation.

Grammatical structures; students' accurate application of grammatical structures needs the duration and variety of the phrases and the organized well sections.

Vocabulary; Achieving precision in vocabulary entails the deliberate selection of appropriate terminology within appropriate contexts. Linguistic learners may occasionally utilize comparable lexicons or phrases in situations where the intended meanings differ. It is imperative for students to possess the ability to accurately utilize vocabulary and linguistic phrases.

Pronunciation; According to Thornbury's (2005: 56) assertion, pronunciation is considered to be the least prioritized aspect of knowledge that learners usually focus on. Proficiency in English language requires mastery of phonological rules and awareness of diverse sounds and their corresponding pronunciations. It is imperative for students to possess knowledge of stress, intonation, and pitch.

## **2. Concept of Vocabulary**

### **a. Definitions of Vocabulary**

According to Pan (2011: 1586), vocabulary constitutes one of the fundamental components, alongside phonetics and grammar, in achieving

proficiency in a foreign language. According to Nation (2001: 3), vocabulary poses a significant challenge as it is a fundamental requirement for successful communication. The acquisition and learning of vocabulary enables individuals to effectively communicate ideas, emotions, and desires. In conclusion, the ability to communicate effectively is hindered by a lack of vocabulary, rendering individuals incapable of expressing themselves proficiently. Moreover, it can be challenging for individuals to articulate their emotions, opinions, and nonverbal cues.

#### **b. The Importance of Vocabulary**

- 1. Understanding and Communicating Accurately:** A rich vocabulary enables individuals to understand written and spoken texts more effectively. Graves et al. (2014) posit that possessing an extensive vocabulary facilitates a more accurate understanding of the information communicated by individuals. Additionally, a strong vocabulary facilitates expressing thoughts and ideas with clarity and precision.
- 2. Enhancing Reading Skills:** Adequate vocabulary knowledge is essential for reading. According to Nation (2001: 5), a wide range of texts, including academic literature, news articles, and other reading materials, employ intricate and sophisticated vocabulary. With a wide vocabulary, readers can easily recognize these words and better understand the context.
- 3. Improving Writing Abilities:** A good vocabulary plays a significant role in effective writing. Having diverse word knowledge allows individuals to express thoughts, ideas, and emotions in a more varied and precise manner.

The ability to select appropriate words enhances the appeal of writing and leaves a stronger impression on readers (Schmitt, 2010: 127)

4. **Enhancing Speaking Skills:** A rich vocabulary enables individuals to communicate more fluently and persuasively. Understanding different words and having a wide range of word choices allows for delivering messages accurately and effectively. A strong vocabulary also helps individuals adapt to various communication situations (Graves et al., 2014).
5. **Better Understanding of Context:** A broad vocabulary allows individuals to comprehend word meanings in different contexts. Words can have different meanings depending on their usage within a specific context. By studying vocabulary comprehensively, individuals can recognize and understand different nuances and meanings in various situations (Paribakht, 1997: 174).

Based on the explanation above, researcher conclude that learning vocabulary holds significant importance in language learning. A rich vocabulary improves language comprehension, reading abilities, writing skills, speaking proficiency, and the understanding of contextual meanings.

### 3. Concept of Pronunciation

Richard and Schmidt (2002: 429) assert that pronunciation refers to the manner in which students articulate sounds or words. Pronunciation refers to the manner in which a language, specific word, or sound is spoken. The act or manner of

articulating utterances constitutes pronunciation, as defined by Hillard (1863: 21). According to Kenworthy's (1988) findings, the pronunciation of English words involves a process of sound combination and substitution, resulting in the formation of distinct words.

Dalton and Seidlhofer (1994: 3) assert that pronunciation is a process of articulating speech sounds that serves the purpose of conveying meaning. The term pertains to the situational and environmental factors surrounding verbal communication. Hence, the speaker aims to communicate the intended information while delivering a speech. Conversely, the recipient of the message would apprehend its intended significance.

In line with the explanation above, pronunciation is an important thing to make good communication (Saville-Troike, 2006: 142). When engaged in a conversation, individuals try to comprehend the subject matter at hand. It is imperative that they enunciate their words with precision. The importance of possessing proficient pronunciation skills in communication cannot be overstated. Avoiding misunderstandings can be beneficial for individuals.

Based on explanation above, pronunciation is defined as a manner to produce sounds or words. When an individual articulates a word, the recipient is capable of comprehending it. Therefore, it is imperative for speakers to possess proficient pronunciation skills in order to effectively convey their message and establish effective communication.

Pronunciation plays a crucial role in effective communication, as it directly impacts how a message is conveyed and understood. Accurate pronunciation enhances clarity, reduces misunderstandings, and fosters successful interactions between speakers of different languages. As research by Smith (2018: 38) suggests, "pronunciation accuracy significantly affects listeners' comprehension and perception of the speaker's language proficiency". Moreover, proper pronunciation promotes self-confidence and increases the overall fluency of language learners (Jones, 2019: 201). In the academic context, pronunciation proficiency is vital for language learners, as it contributes to their oral presentation skills, academic success, and future professional opportunities (Brown, 2020: 38). Therefore, paying attention to pronunciation and seeking guidance from experienced language instructors can greatly benefit individuals aiming to improve their communication skills.

#### **4. Concept of Treffinger Learning Model**

##### **a. Definitions of Treffinger Learning Model**

The Treffinger learning model is a cooperative learning model that incorporates the concept of creative problem solving. This model is a revised version of the creative problem solving approach. Donald J. Treffinger, who serves as the President of the Center for Creative Learning Inc. in Sarasota, Florida, developed Treffinger Learning. This approach involves the modification of the six steps of creative problem solving into three major components.

Shoimin (2014: 15) claims that the Treffinger Learning Model is a pedagogical approach that evolved from the creative learning model, with a focus on cognitive development and process prioritization. According to Treffinger (2003: 43), the Treffinger Learning Model is an instructional approach that facilitates students in creatively solving and managing problems. The Treffinger Learning Model is a problem-based approach to learning, wherein students are required to identify the issues in their learning, articulate their ideas, and determine the solutions to address the problem.

Lestari and Yudhanegara (2015: 3) assert that the Treffinger learning model is a creative learning approach that emphasizes the importance of maturity and knowledge in facilitating integration through the engagement of cognitive and affective skills. The Treffinger Learning model is posited to be an effective pedagogical tool for fostering creative thinking among students. Shoimin (2014: 17) stated upon the Treffinger learning model as a pedagogical approach that fosters creative thinking in students, enabling them to enhance their creative abilities from rudimentary to practical applications. Therefore, this indicates that the Treffinger learning model is one that assists students in enhancing their creative thinking and in being creative in the process of finding solutions to problems, both of which are beneficial in fostering a greater interest among students in the process of learning English, particularly in speaking.

According to the above description, the Treffinger Learning Model is one of the learning approaches that can put students in situations where they can

communicate with each other in their target language in a meaningful way. The pedagogical approach involves presenting students with a problem and subsequently tasking them with its resolution. The aim is to cultivate and augment the students' communicative and active speaking abilities in their daily lives. The Treffinger Learning Model is an engaging and stimulating approach that provides opportunities for reserved students to participate more actively and express themselves more freely.

### **b. Steps of Treffinger Learning Model**

According to Treffinger's (1994: 37) model, it comprises three crucial components, namely Understanding Challenge, Generating Ideas, and Preparing for Action. The following provides an explanation of this approach.

#### a) Understanding Challenge

- a. Determining the goal :The educator shares the necessary competencies that must be reached through the process of learning.
- b. Exhuming the Data: The teacher displayed phenomena from nature that sparked the students' their thirst for knowledge.
- c. Formulating the Problem: The teacher provides students with the opportunity to recognize a problem.

#### b) Generating Ideas

Showing an Idea: The teacher provides students with the opportunity and space to express their viewpoints, while also guiding them towards a consensus on an alternative problem that will be subjected to experimentation.



c) Preparing For Action

- a. Developing the Solution: The teacher motivates the students to gather relevant information, conduct experiments to obtain explanations, and engage in problem-solving activities.
- b. Building the Acceptance: The teacher evaluates the solutions produced by the students and presents a more intricate problem to enable the students to apply their acquired solution.

**c. Advantages of Treffinger Learning Model**

Huda (2013: 67) outlines the benefits of utilizing the Treffinger Learning model, which include:

- a) Encourage student engagement and foster confidence in speaking.
- b) Foster the enhancement of students' thinking skills.
- c) Facilitate students' ability to apply their existing knowledge to novel situations.

**d. The Disadvantages of Treffinger Learning Model**

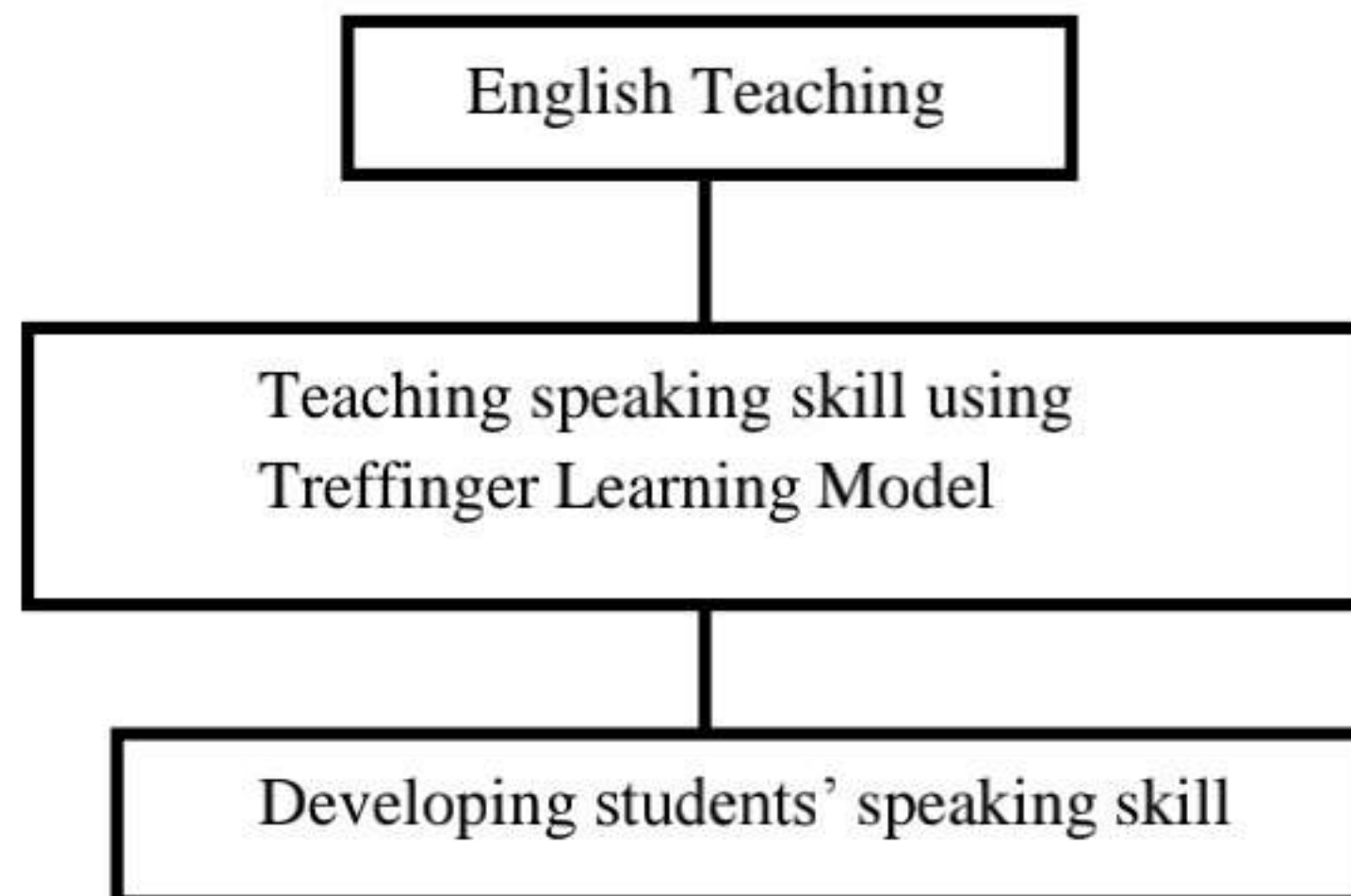
Intani (2015: 9) identified several obstacles to implementing the Treffinger Learning model, including:

- a) The disparity in students' comprehension and luminosity levels in problem-solving.
- b) The impact of students' motivation on the learning process utilizing the Treffinger Learning Model is significant.

- c) This particular model is deemed unsuitable for implementation within the context of kindergarten or primary school.



### C. Conceptual Framework



The process of this research can be seen from the chart above. English teaching is the main discussion in this research because the data collected uses the learning given to students. Then, in the ongoing learning, the Treffinger learning method was used, where this method aims to provide stimulus to students in their speaking, especially Pronunciation and Vocabulary. Furthermore, the results of this research were to develop students' speaking skills by using the treffinger learning model.

### D. Hypothesis

Hypothesis of this research are:

1. H<sub>0</sub> (null hypothesis) : There is no significant difference observed among the students who were instructed using the Treffinger Learning Model as a means of enhancing their speaking abilities.

2. H1 (alternative hypothesis) : There exists a significant difference among students who were instructed using the Treffinger Learning Model as a means to enhance their speaking skills





## CHAPTER III

### METHODOLOGY

#### A. Research Design

Research was carried out using a quantitative method in a pre-experimental design. The researcher employed the pre-experimental method to track students' advancement in speaking, applying the Treffinger Learning Model. Experimental research was research that aimed to describe the effect of a treatment or treatment as an independent variable on the results of treatment as the dependent variable (Effendi, 2013). The One Group Pre-test – Post-test Design was one type of pre-experimental design that the researcher selected. The group receiving the treatment was given a pre-test by the researcher prior to the One Group Pre-test - Post-test design. The treatment was then carried out by the researcher. With the treatment completed, the researcher administered a post-test. This research's design was explained as follows:

| Pre-test | Treatment | Post Test |
|----------|-----------|-----------|
| O1       | X         | O2        |

**Table 3. 1 Design Of The Research**

(Sugiyono,2021)

**Information:**

O1 : Result of Pre-test

X :Treatment that gave to students using “Treffinger Learning Model”

O2 : Result of Post test

## **B. Research Variables**

In this research, there were two variables: one was dependent, and the other was independent. The independent variable in an experimental study refers to the variable that was deliberately manipulated, controlled, or modified in order to investigate its impact. The term "independent" was employed to denote the absence of any external influences exerted by other variables within the study. It was also known as an explanatory variable because it explained an event or outcome. The independent variable of this research was the Treffinger Learning Model. The dependent variable of this research was speaking skills.

## **C. Population and sample**

### **1. Population**

The research sample consisted of the 11<sup>th</sup> grade students of MAN 2 Kota Makassar, there were 502 students in the academic year 2022/2023.

### **2. Sample**

The sample of this research was students of Islamic English Teenager (IET) at MAN 2 Kota Makassar, totaling 25 students. Islamic English

Tenager is one of the English language clubs at MAN 2 Makassar, where students from various classes gather and learn English together. consisting of 5 students from class XI MIA 2, 2 students from class XI MIA 3, 3 students from class XI MIA 4, 1 student from class XI MIA 6, 2 students from class IPS 1, 7 students from classes IPS 2 and 5 students from class XI IKA. This sample was selected using a purposive sampling technique. The reason for taking samples in this research was to make it more efficient and for the researcher to more easily obtain the desired results. This sample could be used as a representative of all students. Additionally, the teacher also suggested choosing that class.





#### **D. Research Instrument**

A oral speaking test was used as the study's instrument. There was a pre-test and a post-test provided to the students. Students took a pre-test to gauge their speaking proficiency. After that, students took a post-test to determine whether the Treffinger Learning Model had developed their speech abilities.

#### **E. Data Collection Technique**

The data collection process involved three stages. Pre-test, treatment, and post-test were among them. A pre-test was given to measure each student's ability to speak. After giving the pre-test, students received treatment in class using the Treffinger Learning Model, there were four meetings for treatment where in the first meeting the researcher explained about "Cause and Effect" material, in the second meeting the researcher explained more about "Cause and Effect" using Treffinger Learning Model, in the third meeting, researcher added more material and divide students' into some groups, in the fourth meeting, researcher explained more about "Cause and Effect" and ask the students' to solve the problem based on the topic gave before and then explain it in front of the class. After treatment, students took a post-test to find out whether the Treffinger Learning Model had succeeded in developing their speaking skills.

#### **F. Data Analysis Technique**

The researcher examined the data using the students' pretest and posttest scores: The researcher assessed the students' speaking, especially pronunciation and vocabulary. The researcher determined student abilities using the data below:

## 1. The assessment of Speaking:

**Table 3. 2 The Rubric Assesment of Pronunciation**

| No. | Criteria                                                                                                                                         | Score |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1.  | Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language. | 1     |
| 2.  | Accent is intelligible though often quite faulty                                                                                                 | 2     |
| 3.  | Errors never interfere with understanding and rarely disturb the native speaker Accent may be obviously foreign.                                 | 3     |
| 4.  | Errors in pronunciation are quite rare.                                                                                                          | 4     |
| 5.  | Equivalent to and fully accepted by educated native Speakers                                                                                     | 5     |

(Brown, 2004: 172)

**Table 3. 3 The Rubric Assesment of Vocabulary**

| No. | Criteria                                                                                                                                                                                                                                    | Score |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1.  | Speaking vocabulary inadequate to express anything but the most elementary needs.                                                                                                                                                           | 1     |
| 2.  | Has speaking vocabulary sufficient to express himself simply with some circumlocutions.                                                                                                                                                     | 2     |
| 3.  | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word. | 3     |
| 4.  | Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary.                                                                                                          | 4     |
| 5.  | Spech on all levels is fully accepted by educatetl native speakers in all its features including breadth of vocabulary and idioms, colloqualisms, and pertinent cultural refererices.                                                       | 5     |

(Brown,2004: 172)

2. Classifications score of the students:

**Table 3. 4 Clasification Score**

| No. | Clasification | Score  |
|-----|---------------|--------|
| 1.  | Excellent     | 96-100 |
| 2.  | Very Good     | 86-95  |
| 3.  | Good          | 76-85  |
| 4.  | Fairly Good   | 66-75  |
| 5.  | Fair          | 56-65  |
| 6.  | Poor          | 36-55  |
| 7.  | Very Poor     | 0-34   |

(Depdikbud, 2004)

3. The mean of the pre-test and post-test was determined by employing the

following formula:

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

Note:  $\bar{X}$ : Mean score

$\sum X$ : Total score

N : Total student

4. The percentage of students' pre-test and post-test was computed using the

following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Note: P: Rate percentage

X1: The mean score of pre- test

X2: The mean score of post- test

5. The test value was determined by the researcher to establish the statistical significance between the pretest and posttest, employing the formula provided by the Statistical Package for the Social Sciences (SPSS).





## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter comprises two distinct aspects, namely the presentation of the research findings and a subsequent discussion of such findings. The data received from the pre-test and post-test results were examined by the researcher.

#### A. Findings

The results of the findings were obtained through a speaking test on members of the IET (Islamic English Teenager) MAN 2 Kota Makassar. The research findings provided a detailed description of the research outcomes, specifically in relation to the distribution scores of the pre-test and post-test assessments of pronunciation and vocabulary. These assessments were conducted using the Treffinger Learning Model.

##### 1. The students' speaking achievement in term of Pronunciation by using Treffinger Learning Model

The research findings offered a detailed explanation of the results obtained from the distribution scores of the pre-test and post-test, focusing on the aspects of pronunciation. These scores were obtained by implementing the Treffinger Learning Model.

**Table 4. 1 The students' Pronunciation in Pre- Test and Post- Test**

| <b>Indicator</b> | <b>Pre- Test</b> | <b>Post- Test</b> | <b>Improvement</b> |
|------------------|------------------|-------------------|--------------------|
| Pronunciation    | 60.72            | 85.80             | 41.30%             |

Table 4.1 presents the mean score and percentage improvement of students in the pre-test and post-test. The findings from the data analysis indicate that the implementation of the Treffinger Learning Model at MAN 2 Makassar City resulted in an enhancement of students' speaking skills in term of pronunciation. It can be seen from the average score of students in the pre-test and post-test. The average pronunciation score in the pre-test is recorded as 60.72, which then increases to 85.80 in the post-test also there were improvements in Students' was 41.30%.

The table mentioned previously provides evidence supporting the effectiveness of using the Treffinger Learning Model at MAN 2 Makassar City in enhancing students' proficiency in Pronunciation.

**Table 4. 2 The Clasification and percentage of Speaking in terms of Pronunciation**

| <b>No.</b>   | <b>Clasification</b> | <b>Pre- Test</b> |                   | <b>Post- Test</b> |                   |
|--------------|----------------------|------------------|-------------------|-------------------|-------------------|
|              |                      | <b>Frequency</b> | <b>Percentage</b> | <b>Frequency</b>  | <b>Percentage</b> |
| 1.           | Excellent            | -                | -                 | -                 | -                 |
| 2            | Very Good            | -                | -                 | 9                 | 36%               |
| 3            | Good                 | 1                | 4%                | 16                | 64%               |
| 4            | Fairly Good          | 5                | 20%               | -                 | -                 |
| 5            | Fair                 | 9                | 36%               | -                 | -                 |
| 6            | Poor                 | 10               | 40%               | -                 | -                 |
| 7            | Very Poor            | -                | -                 | -                 | -                 |
| <b>Total</b> |                      | <b>25</b>        | <b>100%</b>       | <b>25</b>         | <b>100%</b>       |



According to the findings presented in Table 4.2, before receiving treatment utilizing the Treffinger Learning Model, the pre-test results indicated that out of the 25 students assessed, only 1 student (4%) achieved a classification of good scores, 5 students (20%) were classified as having fairly good scores, 9 students (36%) were classified as having fair scores, and 10 students (40%) were classified as having poor scores and no students received classifications of excellent, very good, or very poor.

After the implementation of the Treffinger Learning Model, the results of the post-test revealed that 9 out of 25 students (36%) achieved scores classified as very good, while 16 students (64%) obtained scores classified as good and no one students who received scores categorized as Fairly Good, Fair, Poor, or very poor.

According to the data presented in Table 4.2, it can be observed that there was an improvement in the students' pronunciation accomplishment scores in the post-test after being taught using the Treffinger Learning Model.

## 2. The students' speaking achievement in term of Pronunciation by using Treffinger Learning Model

The research findings offered a detailed explanation of the results obtained from the distribution scores of the pre-test and post-test, focusing on the aspects of pronunciation. These scores were obtained by implementing the Treffinger Learning Model.

**Table 4. 3 The students' Vocabulary in Pre- Test and Post- Test**

| <b>Indicator</b> | <b>Pre- Test</b> | <b>Post- Test</b> | <b>Improvement</b> |
|------------------|------------------|-------------------|--------------------|
| Vocabulary       | 60.68            | 84.16             | 38.69%             |

Table 4.3 presents the mean score and percentage improvement of students in the pre-test and post-test. The findings from the data analysis indicate that the implementation of the Treffinger Learning Model at MAN 2 Makassar City resulted in an improvement of students' speaking abilities in term of Vocabulary. It can be seen from the average score of students in the pre-test and post-test. The average vocabulary score in the pre-test is recorded as 60.68, which then increases to 84.16 in the post-test also there were improvements in Students' was 38.69%.

The table mentioned previously provides evidence supporting the effectiveness of using the Treffinger Learning Model at MAN 2 Makassar City in enhancing students' proficiency in Vocabulary.

**Table 4. 4 The Clasification and percentage of Speaking in terms of Vocabulary**

| No.          | Clasification | Pre- Test |             | Post- Test |             |
|--------------|---------------|-----------|-------------|------------|-------------|
|              |               | Frequency | Percentage  | Frequency  | Percentage  |
| 1.           | Excellent     | -         | -           | -          | -           |
| 2            | Very Good     | -         | -           | 7          | 28%         |
| 3            | Good          | -         | -           | 17         | 68%         |
| 4            | Fairly Good   | 4         | 16%         | 1          | 4%          |
| 5            | Fair          | 13        | 52%         | -          | -           |
| 6            | Poor          | 8         | 32%         | -          | -           |
| 7            | Very Poor     | -         | -           | -          | -           |
| <b>Total</b> |               | <b>25</b> | <b>100%</b> | <b>25</b>  | <b>100%</b> |

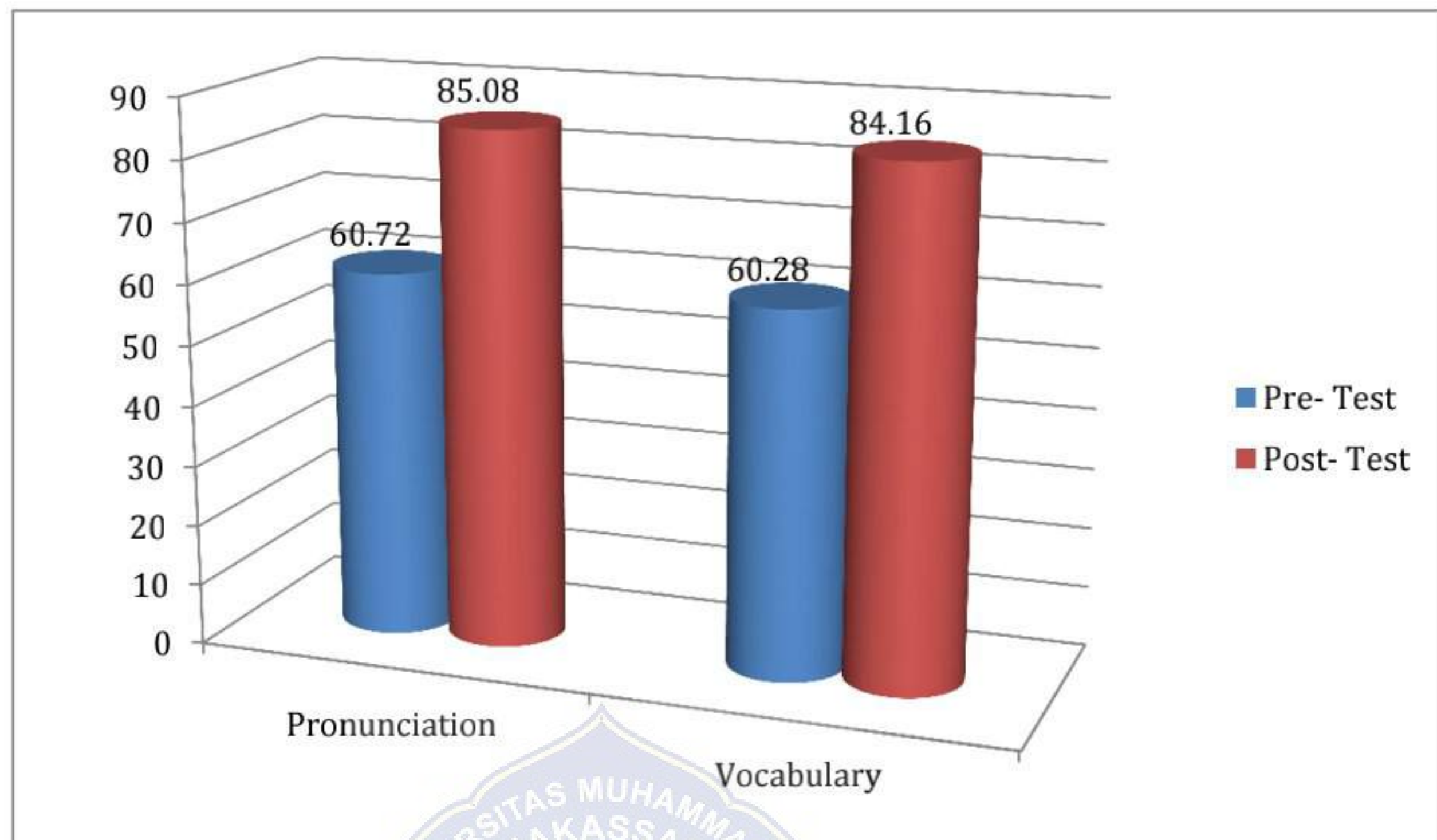
According to the findings presented in Table 4.4, before receiving treatment utilizing the Treffinger Learning Model, the pre-test results indicated that out of the 25 students assessed, only 4 students (16%) achieved a classification of Fairly Good scores, 13 students (52%) were classified as having fair scores, 8 students (32%) were classified as having fair scores, and no students received classifications of excellent, very good, good and very poor.

After the implementation of the Treffinger Learning Model, the results of the post-test revealed that 7 out of 25 students (28%) achieved scores classified as very good, while 17 students (68%) obtained scores classified as good, 1 student (4%) got scores classified as Fairly Good and no one students who received scores categorized as Fair, Poor, or very poor.

According to the data presented in Table 4.4, it can be observed that there was an improvement in the students' vocabulary accomplishment scores in the post-test after being taught using the Treffinger Learning Model.

The graphic below illustrates the improvement in students' Speaking proficiency, specifically in terms of Pronunciation and Vocabulary.

**Figure 4. 1 The Improvement in Students' Speaking Proficiency in Terms of Pronunciation and Vocabulary**



The data presented in Figure 4.1 indicates improvement in the students' speaking skills, specifically in terms of pronunciation. The pre-test results displayed an average score of 60.72, which significantly increased to 85.80 in the post-test. Similarly, the students' vocabulary also exhibited improvement, with the pre-test mean score of 60.28 rising to 84.16 in the post-test.

### 3. The T- Test of Significance

When the result of a t-test exceeds the t-table value, it leads to the rejection of the null hypothesis ( $H_0$ ). Conversely, if the result of the t-test falls below the t-table value, the null hypothesis ( $H_0$ ) is accepted. The t-test was performed with a significance level of 0.05, and the degrees of freedom (df) were determined using the formula  $df = n-1$ , where  $n$  is the sample size of 25 students. Thus, the degrees of freedom were computed as  $df = 25-1 = 24$ .

T-table value = 1.711, corresponding to the degree of significance and degree of freedom (df) = 24,  $p = 0.05$  previously. The outcome of the t-test conducted to evaluate the effectiveness of the Treffinger Learning model in developing students' speaking skills is presented below:

**Table 4. 5 Paired Samples Test**

|                                         | Paired Differences |                |                 |                                           |          | t      | df | Sig. (2-tailed) |
|-----------------------------------------|--------------------|----------------|-----------------|-------------------------------------------|----------|--------|----|-----------------|
|                                         | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |          |        |    |                 |
|                                         |                    |                |                 | Lower                                     | Upper    |        |    |                 |
| Paired Sample 1<br>Pre-Test - Post-Test | 24.50800           | 7.23354        | 1.44671         | 27.49386                                  | 21.52214 | 16.941 | 24 | .000            |

Based to the findings presented in Table 4.5, the t-test value for the impact of utilizing the Treffinger Learning Model on students' speaking skills was determined to be 16.941, which is greater than the critical t-value of 1.711. Thus, based on the analysis conducted, it can be inferred that the statistical hypothesis  $H_1$  is deemed acceptable, however the statistical hypothesis  $H_0$  is deemed invalid. The use of the Treffinger Learning Model in the teaching of speaking skills has the potential for developing students' proficiency in speaking, particularly in the areas of pronunciation and vocabulary.

## **B. Discussion**

This part presents an analysis of the data collected to assess the students' speaking skills during the teaching and learning process, specifically through the implementation of the Treffinger Learning Model. The preceding part provided an account of the data collection process pertaining to speaking, which demonstrated an enhancement in the students' speaking proficiency. The study utilized the mean score and percentage of the students' Pre-Test and Post-Test results as supporting evidence. Based on the information mentioned above, it can be concluded that the implementation of the Treffinger Learning Model has a positive impact on students' speaking proficiency.

### **a. The Improvement of the Students' Speaking in term of pronunciation**

The use of the Treffinger Learning Model resulted in a noticeable improvement in students' pronunciation skills during speaking. Table 4.1 demonstrates that According to the findings presented in Table 4.1, a notable enhancement in the students' pronunciation skills was observed from the first assessment to the final assessment. Specifically, the post-test score of 85.80 exceeded the pre-test score of 60.72, indicating a considerable improvement. The process under consideration involves the administration of a pre-test followed by the implementation of a treatment. During the first meeting, the researcher gave a pre-test to the students, which produced several noteworthy findings. Specifically, it was observed that a majority of the students continued to exhibit inappropriate pronunciation, and their pronunciation was still influenced by their native language, resulting in communication breakdowns.

According to Harmer (2009), the study of pronunciation serves a dual purpose: increasing students' awareness of various sound aspects and significantly enhancing their speaking abilities. This includes focusing on specific sounds and helping students develop an understanding of the importance of stress in spoken language. The significance of pronunciation in both speaking and listening is emphasized by Hancock and Sylve (2007).

Consequently, a majority of individuals encountered challenges in articulating words with accurate and suitable pronunciation. Consequently, the average score of the students' spoken pronunciation in the pre-test remained rather low. Following the implementation of the Treffinger Learning Model, the researcher administered a post-test to assess the outcomes. The results indicated that certain students demonstrated accurate and proper pronunciation, while others had only minimal effect from their mother tongue in terms of pronunciation.

The previous explanation shows that the use of the Treffinger Learning Model has the potential to enhance students' pronunciation skills.

#### **b. The Improvement of the Students' Speaking in term of Vocabulary**

The implementation of the Treffinger Learning Model has been found to enhance students' proficiency in speaking, specifically in terms of vocabulary. According to the data presented in Table 4.2, the post-test results indicate a higher level of vocabulary among the students compared to the pre-test scores (84.16 > 60.68). The procedural sequence encompassing the pre-test, post-test, and treatment administration can be delineated as follows: subsequent to the initial encounter, the researcher administered a pre-test to the students, resulting certain findings.

Notably, the students exhibited limited vocabulary proficiency, with some individuals experiencing difficulties in fluency due to concerted efforts to recall forthcoming vocabulary items, as well as instances of confusion surrounding specific words.

According to Harmer (2009), Fluency in communication can be achieved by students who possess an expanded vocabulary, consisting of a minimum of 1000 words. The ability to effectively communicate verbally requires a comprehensive command of vocabulary. Therefore, it is imperative to acquire knowledge of this factor prior to engaging in spoken communication. Students sometimes encounter difficulties when it comes to learning a large volume of vocabulary, primarily due to insufficient practice and utilization of the learned words. Therefore, it is necessary for individuals to engage in additional practice in order to retain the information in their memory.

Consequently, the majority of individuals showed a lack of vocabulary in their language, making it challenging for them to communicate their planned thoughts and ideas orally. Consequently, the average score of the students' speaking vocabulary in the pre-test remained at a low level. After administering the treatment utilizing the Treffinger Learning Model, the researcher conducted a post-test to assess the outcomes. The findings indicated that the students had successfully acquired vocabulary and were able to effectively utilize words and vocabulary in their speech, hence enhancing the meaningfulness of their communication.

The previous explanation shows that the use of the Treffinger Learning Model has the potential to enhance students' vocabulary skills.



In conclusion, the students' Pronunciation and Vocabulary improved in speaking by using Treefinger Learnig model because in every meeting the students explained their opinion and also discussed with their friends. So the students learnt many vocabularies in every meeting, it could make their vocabulary increased. By practice every meeting, it also could make their Pronunciation improved because we will we will equally correct any inaccurate pronunciations at each meetings.





## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter is divided into 2 parts, namely conclusions and suggestions. The conclusion contains the findings of this research based on data analysis and discussion as described in the previous chapter.

#### A. Conclusion

Based on the results described above, it is concluded that the use of the Treffinger Learning Model is able to make a good contribution to developing student achievement, especially in speaking.

1. The use of the Treffinger Learning Model can help students to develop their speaking especially in Pronunciation. This can be proven from the data that has been presented that the post-test average is higher than the post-test, where the post-test average was 85.80, while the pre-test average was 60.72 and the improvement pre-test and post-test was 41.30%.
2. The use of the Treffinger Learning Model can help students to develop their speaking especially in Vocabulary. This can be proven from the data that has been presented that the post-test average is higher than the post-test, where the post-test average was 84.16, while the pre-test average was 60.68 and the improvement pre-test and post test was 38.69%.

## **B. Suggestions**

In this section, researchers will provide suggestions to English teachers, students and further researchers based on the research findings described above.

### **1. For English Teacher**

The researcher suggests to the teacher that the teacher should be more creative in giving lessons and provide appropriate methods especially in learning English, because to learn English we need special techniques to develop it especially in learning speaking.

### **2. For Students**

The researcher suggests students to always be confident in learning English, especially in learning speaking, and the author also advises students to always practice so that students' English is getting better day by day.

### **3. For the Further Researcher**

The researcher suggests further researcher who are interested in conducting similar study. It is recommended that the strategy be applied across various student proficiency levels, since schools typically encompass a range of student abilities.

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