

**The Implementation Of Treffinger Model To Improve Students' Ability In Determining  
The Main Idea Of Paragraph At Sma Swasta Galih Agung At Academic Year  
2016/2017**

**By**

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**Abstrak**

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam menentukan ide utama paragraf dengan menggunakan model Treffinger. Subjek penelitian ini adalah kelas X SMA Negeri di SMA Swasta Galih Agung Lau Bakeri Deli Serdang tahun akademik 2017. Penelitian ini dilakukan dengan menggunakan penelitian tindakan kelas. Penelitian ini dilakukan dalam tiga siklus, dimana dalam setiap siklus terdiri dari empat langkah, ada perencanaan, tindakan, pengamatan, dan refleksi. Siklus I terdiri dari satu pertemuan dan juga untuk siklus II dan siklus III. Instrumen pengumpulan data yang digunakan dalam penelitian ini adalah: lembar wawancara, lembar obeservasi, catatan harian, dan dokumentasi (bukti fotografi). Temuan penelitian menunjukkan bahwa: (1) Kemampuan siswa dalam menentukan gagasan utama paragraf yang diajarkan oleh Treffinger Model meningkat. (2) Model Treffinger terbukti efektif dalam meningkatkan kemampuan siswa dalam menentukan gagasan utama paragraf di kelas sepuluh (kelas 3 eksperimen) SMA di SMA Swasta Galih Agung tahun akademik 2017 dengan beberapa modifikasi pada : a) Sikap guru yang cerdik dalam mengajar b) kewaspadaan guru dalam menulis kosakata c) Sikap guru dalam menyampaikan pelajaran dan d) manajemen kelas guru.

**Kata Kunci:** Model Treffinger, Kemampuan Siswa dalam Menentukan Ide Utama Paragraf

**Abstract**

This research is aimed at improving the students' ability in determining the main idea of paragraph by using Treffinger model. The subject of this research was tenth grade of Senior High School at SMA Swasta Galih Agung Lau Bakeri Deli Serdang in 2017 academic year. This study was conducted by using classroom action research. The research is done in three cycles, where in every cycle consists of four steps, there are planning, acting, observing, and reflecting. Cycle I consists of one meeting and also for cycle II and cycle III. The instruments of data collection used in this research are: interview sheet, observation sheet, diary note, and documentation (photography evidence). The finding of the research showed that: (1) Students' ability in determining the main idea of paragraph taught by Treffinger Model is improved. (2) The Treffinger model is proved to be effective in improving the students' ability in determining the main idea of paragraph in tenth grade (3<sup>rd</sup> class of experiment) of Senior High School at SMA Swasta Galih Agung in 2017 academic year by some modifications on: a) teacher's attitude who nervous in teaching b) teacher's carefulness in writing vocabulary c) teacher's attitude in conveying the lesson and d) teacher's class management.

**Key Word:** Treffinger Model, Students' Ability in Determining the Main Idea of Paragraph

## **Introduction**

### **A. Background of Study**

Reading is a process where the people connect word to word become sentence, sentence to sentence become paragraph, and paragraph to paragraph become the text. The word which is read by people has a meaning thus sentence, paragraph, and also text. Many people can read but only some of them can take the meaning or purpose of what they read, and it is included to reading comprehension.

Reading comprehension is a process where the people can take the message or purpose of what they read from the word, sentence, paragraph or the text. As the human who live in the world, we are obligated to be able to read something happened around us. That is why, we start from reading comprehension of the simple reading, that is reading comprehension of the text.

The text is the result of human's mind that is formed become a writing, and the text consists of some paragraphs where in every paragraph has the main idea. The function of main idea in every paragraph is to facilitate people to take the message or purpose from each paragraph until they can know what is the text talking about.

The students in senior high school have begun to study about the narrative text, such as story of Lake Toba, Malin Kundang Legend and many more. The goal of the study is to know about the message in it and the step to know what message that is in the story is by determining the main idea of paragraph. But the fact that writer looks nowadays, still there are some students cannot determine the main idea of paragraph yet and many things that can be the factor of this problem, one of them is the students are lazy to try to determine the main idea by themselves.

The writer found this situation in the school SMA SWASTA GALIH AGUNG at the ten grade of Senior High School especially in 3<sup>rd</sup> experiment class. The students in this class always hope another students' helping to determine the main idea. They do not want to try to determine the main idea by themselves.

In this situation, the writer tries to give a new inovation to solve the problem, that is to give new learning model, it is called by treffinger model. Treffinger model has the

advantage to give the opportunity to the students to understand the concept of finishing problem, to create the active students in learning process, and to develop the students' ability to identify problem.

So, in order to make the students can determine the main idea of paragraph, the writer was very interested in conducting a study with the title "The implementation of Treffinger model to improve students' ability in determining the main idea of paragraph at SMA Swasta Galih Agung".

## **B. Description of Treffinger**

Teaching and learning about teaching are demanding tasks because they centre on complex, interrelated sets of thoughts and actions, all or which may be approached in a number of ways. This is true from the perspectives of both students-teachers and teacher educator. Therefore, in teaching there is not necessarily one way of doing something. The more proficient one becomes in the skills of teaching, the more an understanding of the relationship between teaching and learning may influence practice.

## **C. History of Treffinger**

Treffinger is one of many models that has function to solve problem creatively because treffinger gives the practical suggestion for how to reach something. The Treffinger is actually not so different with learning model which is formed by Osborn. This treffinger is also known as Crative Problem Solving (CPS). Both of them are going to invite students to think creative in solving the problem, but the syntax which is arranged between Osborn and Treffinger is little bit different one each other. Brevity, treffinger is the revision of CPS framework which is developed by Osborn. He integrated the six steps from Osborn become three important components, as will be discussed below.

According to Treffinger, the reason of making this model is because of globalisation development which always be changed quickly and the complex problem that must be faced. Therefore, to solve the problem, we should need the appropriate way to be a solution of the problem. That must be done to solve the problem is pay attention for the important facts that

seen in the environment around us, show some opinions and choose the best solution which will be implemented evidently next.

Treffinger (1994) said that this model consists of three (3) important components, they are Understanding Challenge, Generating Ideas, and Preparing for Action. The explanation about this model as following.

#### **D. The Component of Treffinger**

In treffinger, there are three (3) components of that must be done by teacher, that are understanding challenge, generating ideas, and preparing for action.

##### 1. Understanding Challenge

a. Determining the goal: teacher informs the competence that must be achieved in learning.

b. Exhuming the Data: teacher demonstrate the nature phenomenon that invited students' desire of knowledge.

c. Formulating the Problem: teacher gives an opportunity to students to identify the problem.

##### 2. Generating Ideas

Showing an Idea: teacher gives time and opportunity to students to say their opinion and also lead them to be agreed the alternative problem which will be experimented.

##### 3. Preparing for Action

a. Developing the Solution: teacher push the students up to collect the appropriate information, doing experiment to get the explanation and problem solving.

b. Building the Acceptance: teacher check the solution which have been gotten by students and giving a new problem but more complex, so that students can apply the solution which they got.

The dominant characteristic from this learning model is the efforts to integrate students' cognitive and affective dimension to look for the key of problem solving and solve it. That is mean, the students are given the freedom to be creative in solving their problem themselves. Teacher's work is lead the students so that the students are not going out from the problem.

### **E. Advantages of Treffinger**

Some advantages that we can give to the students are:

1. Giving the opportunity to the students to understand the concept of finishing the problem.
2. Creating the active students in learning process.
3. Developing the students' ability to identify problem, collecting data, analysis data, build hypothesis, and trying to solve the problem.
4. Students are able to apply their knowledge to the new situation.

### **F. Disadvantages of Treffinger**

Beside the advantage that we can get from the Treffinger, there are also disadvantages that must be faced by teacher, that are:

1. Difference understanding and brightness level of students to solve problem.
2. Unreadiness students to face new problem in the life.
3. This model is not suitable be applied in kindergarten or primary school
4. Need much time to prepare students do all the steps.

## **RESEARCH METHOD**

### **A. Location of The Research**

This study is conducted at SMA Swasta Galih Agung which located at Lau Bakeri Kec.Kutalimbaru Kab. Deli Serdang. The number of students are 28 students, consists of girls, and the topic of the lesson is reading comprehension especially determining the main idea of paragraph. This study will be held on March 2017 until the end.

### **B. The Research Design**

The research design of this study is a Classroom Action Research (CAR). CAR is brought firstly by Kurt Lewin a social psychology specialist from United States in 1946. CAR is a research that is done in one class by doing the same action repeatedly until getting the best result. CAR is usually done by teacher who has been long time teaching in that class. This CAR is signed by making the cycle. CAR is one of the strategic ways to improve the

education services by completing learning practice in the class. The CAR has many models, one of them is Kurt Lewin model. This model consists of 4 steps where it implementations has a process that will continue, include the following:

- a. Planning: is a process to determine the repairing program that come from researcher's idea.
- b. Acting: is an action that will be done by the researcher based on the planning that have been arranged by researcher.
- c. Observing: is the observation that is done to know the effective of action or to collect the information about any deficiency action that have done.
- d. Reflecting: is an activity to analyse observation result to make new plan or program.

### **C. The Subject and Object of Research**

The subject of the study is first grade of senior high school in academic year 2016/2017. It is the whole of X grade of Experiment Students of SMA Swasta Galih Agung. This class consisted of 28 female students and the topic of the lesson is reading comprehension especially determining the main ide of paragraph. The object of this research is improving students' ability in determining the main idea of paragraph by implementing Treffinger model at SMA Swasta Galih Agung.

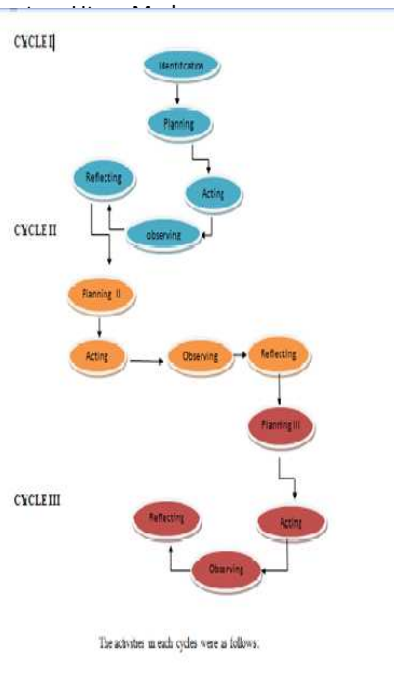
**Table 3.1**

**Table of Participants**

Class	X-A (3 <sup>rd</sup> Experiment-A)
Students	28

### **D. The Research Procedure**

The study is conducted more than one cycle. The writer explains three cycles in this, and each cycle consisted of one meeting (2 x 45 minutes / meeting). Each cycle is ended by a final test, but conducting the first meeting, she conducts pre-test. It has four steps in each cycle, they are planning, acting, observing, and reflecting. The four steps can be seen in the following figure:



- a. Planning: is a process to determine the repairing program that come from researcher's idea.
- b. Acting: is an action that will be done by the researcher based on the planning that have been arranged by researcher.
- c. Observing: is the observation that is done to know the effective of action or to collect the information about any deficiency action that have done.
- d. Reflecting: is an activity to analyse observation result to make new plan or program.

## E. Instruments for Data Collection

In this study, the researcher uses several instruments in gathering data; those are interview, observation, test, diary note, and document.

### 1. Interview

Interview comes from two words, inter (between) and view (side). This meaning is shown that there is conversation between interviewer and informant. Interview is a process of human communication as social creature. Interview is a conversation that is tended to problem Whoever can do this activity. On the other hand, interview is done for the discovering the people, event, activity, organization, etc. Interview is a verbal communication like a conversation have to get the information. The purpose of the interview is to get the information in learning process. It will be conducted before and after implementing

Treffinger method. This interview point to the teacher especially English teacher and several students. For the teacher, interview conducts after the implementation of Treffinger method while for several students, interview conducts before and after implementing Treffinger method.

## 2. Observation

Observation is a research action until it can be held for research importance. Observation is a process of observe and write the phenomenon that happened in class systematically. The researcher observes the event in the class during the lesson or the treatment by Treffinger method using check list to get the data.

In observation stage, the researcher is helped by the teacher called as collaborator in observing what happen in the class during learning process by Treffinger method from opening until closing.

## 3. Test

Test is the important part of teaching and learning experience. Test is an instrument or the tool to measure behavior human performance. The researcher will give the test after treatment for every cycle. The purpose is to measure improving students' ability in determining the main idea of paragraph in every cycle. Each of the test, the researcher prepared one text consists of 5 paragraphs.

## 4. Diary Note

Take a note is one part of research. When the research is going on, the collaborator writes the important note, it pupose to be the reflecting in the research and also to be correction for the researcher to solve their method in teaching.

## 5. Document

Document is a paper with the important written meaning about action, situation, and the fact for someone or the others. Document is a notes about the activities or event at the past time, and they also supported by some medias such as: photos which related to researched focusing. All documents that have relation with the researcher must be written as a resource information.

## **DISCUSSION**

This research was conducted to find out the improving of the students' ability in determining the main idea of paragraph by using Treffinger. Treffinger is actually not too



different with learning model belong to Osborn, that is Creative Problem Solving (CPS). Both of them invites students to think creatively. The realistic task area of the model is an area in which the major focus will be on building the students' competence, confidence, and commitment as problem solvers.

The Treffinger was one of model that could be used by the teacher in teaching English to improve students ability in determining the main idea of paragraph because Treffinger is one of many models that has function to solve problem creatively by giving the practical suggestion for how to reach something. The research that had been done by the researcher indicated that Treffinger was effective or could be used in teaching reading. It could be seen from the tables that showed us the increasing of students' score from post-test of cycle I, post-test of cycle II, and post-test of cycle III.

Beside that, the Treffinger helped the students to understand the paragraph and determine the main idea easily. Like the Treffinger said that the reason of making this model is because of globalisation development which always be changed quickly and the complex problem that must be faced. Therefore, to solve the problem, we should need the appropriate way to be a solution of the problem. That must be done to solve the problem is pay attention for the important facts that seen in the environment around us, show some opinions and choose the best solution which will be implemented evidently next.

Treffinger is the model that not only used in one subject like reading comprehension but also used in another subjects, such as: Mathematic. As this research said One of professional teacher competence is the ability to solve the problem. In the middle level, this ability is influenced by creativity. It means, if students' creativity improve, so the ability to solve the problem is better and if the students' creativity is down, so the so the ability to solve the problem is bad. The implementation of Treffinger in learning Mathematic at Junior High School is proved can improve students' creativity.

The next example comes from the researcher named Isnaini and her friends, in her research said that students are often confronted with problems related to Mathematics in their daily life. Problem solving is one of the competencies that are the focus of Mathematics learning. Solving the problem needs creativity in order to develop the imagination of the students to avoid a single answer and uniforms to students. Creativity is a process to produce something new that can be accepted as useful and defensible.

The next example also comes from Rahayu Febriana Sari and friends. They said that the result of math study of class VIII SMPN 12 Padang is still much below the minimum completeness criteria (KKM) due to students understanding is still lack in solving the problems of reasoning and applied learning model that can be used to overcome these problems is a model Treffinger. The purpose of this research is to see the development of creativity and learning outcomes of students learning Mathematics using model Treffinger better than learning math learning outcomes using normal learning. The next example comes from the researcher named Sarson, in his research said that one of the ability that can support to be a successful person is the ability in creativity. This ability is needed especially in facing the challenge in the future and globalisation era and also the new technology of communication that grow fast. Thus the ability is very important matter, because in dayli life, every people will faced by the problem and they must can solve it and also demand the creativity in finding the solution of the problem.

All focuses of the research that used Treffinger to be a model is think creatively and stand alone in finishing the test (problem). After we discussed about some opinions of Treffinger model, we come back to this research. So, based on quantitative data could be seen the student's ability in determining the main idea of paragraph improved and become well in the first cycle to the next cycle.

Based on the qualitative data, it showed the increasing of teacher's and students' activity during teaching-learning process by Treffinger. The data could be seen from observation sheet, interview sheet, diary note and photography evidence that indicated the students were active, concentration and paid attention to the subject that the teacher taught using Treffinger. The students also felt spirit in doing the task by using Treffinger and they created the supportive situation during teaching-learning process.

So, it could be concluded that the result of the research showed that the implementation of Treffinger could improve the students' ability in determining the main idea of paragraph. It could be seen from the quantitative data by prove the students' score got better, in the post-test of cycle II then the post-test of cycle I and the post-test of cycle III then the post-test of cycle II. Another could be seen from the qualitative data that showed the students were active and concentration in teaching-learning process by Treffinger.

## CONCLUSION

After finding the research, it could be concluded that:

1. Treffinger could improve the students' ability in determining the main idea of paragraph at SMA Swasta Galih Agung Lau Bakeri Kotalimbaru Deli Serdang.
2. Based on the result of qualitative showed, it could be concluded that the Treffinger was in good category, it showed by students' respons were more active, concentration, enthusiastic, and spirit in learning reading comprehension especially in determining the main idea of paragraph.
3. From the result of research finding, it was found that the improvement of students' ability in determining the main idea of paragraph was improved. The mean of post-test in cycle II was better than post-test in cycle I and the mean of post-test in cycle III was better than post-test in cycle II. The percentage of students who got 60 up improved in each cycle.

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