

## CHAPTER II

### LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

#### A. Theoretical Framework

Reading is one of skills which has to be mastered by students. But some students' reading comprehension of Senior High School are weak. Because of that situation, the writer does this research and tries to give a new model of study, that is treffinger model. The technique that teacher always uses in teaching reading comprehension is three phases techcique. Although, in this research the writer uses the same technique in teaching reading comprehension, but the writer assumes that students' reading comprehension will be better than before. It is caused by using treffinger will make the students become understand to determine the main idea of paragraph in the text and media of this reading process is getting new information from the text especially from paragraph. As we know media is learning resource and it means media can be purposed as human, thing, or event that can make students to get knowledge and skill.<sup>1</sup> So, they will be able to solve the problem in their life.

#### 1. Description of Reading

##### a. Reading Comprehension

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it

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<sup>1</sup> Saiful Bahri Djamarah and Aswan Zain, (2010), *Strategi Belajar Mengajar*, Jakarta: Rineka Cipta, p. 120

takes to read a simple story.<sup>2</sup> On the other hand, Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. In the daily life, reading skill play an important role in facilitating people to comprehend the written materials. They can get a lot of information from various resources in order to enrich their knowledge by reading. Unfortunately the people find many problems in reading. Reading means a result of interaction between the writer's mind and the reader's mind. It is the way how the reader tries to get the messages or the method or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

Reading comprehension is an interactive process between the writer and the readers with the expression and reception of meaning as the primary goal of both sides. A writer expresses his or her thoughts, ideas, and feeling through the written words. The reader's understanding of the reading text materials will be affected by the comprehension strategies and techniques.

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<sup>2</sup> Danielle S.McNamara, (2007), *Reading Comprehension Strategies*, New York: Laurence Eulbaum Associates, p. 3

Allah SWT said in the holy Quran about the superiority of reading, that is in surah Al ‘Alaq.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ  
(الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5))

Meaning:

1. Proclaim! (read) In the name of thy Lord and Cherisher, who created
2. Created man, out of a (mere) clot of congealed blood
3. Proclaim! And thy Lord is Most Beautiful
4. He who taught (the use of) the pen
5. Taught man that which he knew not <sup>3</sup>(QS. Al ‘Alaq: 1-5)

Al ‘Alaq is the first surah that appeared to the prophet Muhammad SAW. This surah is Makkiyyah. The verses in the first surah are about command and prohibition to the reader. The conclusion of this surah is by reading we can know about Allah’s command and prohibition. So, the human is not created to become the useless one in the world but the human is created to become the leader.

#### b. Kinds of Reading

There are some kinds of reading in reading comprehension, that are:

- Loud reading = reading by big voice.
- Personal reading = reading in personal heart without voice.

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<sup>3</sup>A.\_Yusuf\_Ali An\_English\_interpretation\_of\_the\_Holy quran pdf. p. 240

- Extensive reading = reading many texts by brief time.
- Intensive reading = reading details of important point in the text.
- Regular reading = reading the text line by line.
- Scanning reading = reading the important point of the text especially in title, table of content, and preface.
- Skimming reading = reading the text quickly.

Based on the kinds of reading above, the writer focusses on one kind, that is intensive reading. In intensive reading, the writer will research how the students can determine the main idea of paragraph.

#### c. Paragraph

A paragraph is a group of about 6-12 sentences about one topic. Every sentence in a strong paragraph is about the same topic. All of the sentences explain the writer's main idea (most important idea) about that topic. When the writer wants to write about a new main idea, he / she begins a new paragraph. Dorothy E. Zemach and Carlos Islam said that a paragraph can give information, tell an opinion, explain something or even tell a short story.<sup>4</sup> In written form English is divided into paragraph to distinguish one main idea from other main ideas, and the other expert Arnaudet and Martin L. said that the paragraph is the basic unit of

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<sup>4</sup> Dorothy E. Zemach and Carlos Islam, (2005), *Paragraph writing from Sentence to Paragraph*, Oxford: Macmillan, p. 9

composition.<sup>5</sup> There are four different kinds of paragraph, and each one having a different purpose:

- a) Introductory: usually the first paragraph in an essay, it gives the necessary background and indicates the main idea, called the thesis
- b) Developmental: a unit of several sentences, it expands on an idea.
- c) Transitional: a very brief paragraph, it merely directs the reader from one component on the topic.
- d) Concluding: usually the last paragraph in an essay, it makes the final component on the topic.<sup>6</sup>

d. Main Idea

Finding the main idea or theme of a written piece is one of the most important aspects of good reading comprehension. It is, however, easy to confuse the main idea or theme with the subject. Basically, the subject of a piece of writing is what that piece is generally about, plain and simple the facts and information. However, when you look past the facts and information to the heart of what writers are trying to say, and why they are saying it, that's the main idea or theme. For example, the subject of this introduction is about distinguishing between a subject and a main idea or theme; the main idea or theme is why it's important to be able to recognize

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<sup>5</sup> Arnaudet, Martin L, (1981), *Paragraph Development A Guide for Students of English as a Second Language*, New Jersey: Prentice-Hall, p. 1

<sup>6</sup> Lee Brandon and Kelly Brandon, (2011), *Paragraphs and Essays with Integrated Readings*, Boston: Wadsworth, p.72

that difference.<sup>7</sup> Kinds of question about the main idea usually be shown are primary idea, title, topic or subject.<sup>8</sup>

e. Purpose of Reading

Generally, purpose of reading is to find some information of the text. On the other hand, purpose of reading is not must be special, but also can be information to know “is the text can be continued to read or not?”.<sup>9</sup>

B. Model

1. Description of Model

Learning models are created to special purposes, how to think, social value study, and etc. Some models are focused on teacher’s style while some others are focused on students’ respon in doing assignment. But all models emphasize how to help students in catching knowledge.

a. Kinds of Model

There are some kinds of model, that are:

- Information process model.
- Personal model
- Social interaction model
- Behaviour changing model

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<sup>7</sup> All rights reserved under International, (2006), *501 Reading Comprehension Questions 3rd ed.*, New York: Learning Express, p. 15

<sup>8</sup> Steven Joe, (2002), *Persiapan TOEFL Untuk Pelajar, Mahasiswa dan Umum*, Tangerang: TPC Publisher, p. 131

<sup>9</sup> P.Istiarto Djiwandono, (2002), *Stragegi Membaca Bahasa Inggris*, Jakarta: Gramedia Pustaka Utama

Based on the kind of model above, the writer chosen the personal model and take one model of it, that is treffinger.

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.<sup>10</sup>

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.<sup>11</sup> 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

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<sup>10</sup> J. John Loughran, (1996), *Developing Reflective Practice Learning about Teaching and Learning through Modelling*, London, Washington, DC: Falmer Press, p. 3

<sup>11</sup> Aris Shoimin, (2014), *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, Yogyakarta: Ar-Ruzz Media, p. 218

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.<sup>12</sup>

#### 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.

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<sup>12</sup> Miftahul Huda,(2013), *Model-model Pengajaran dan Pembelajaran Isu-isu Metodis dan Paradigmatis*, Yogyakarta:Pustaka Pelajar, p. 317-318



- c. Formulating the Problem: teacher gives an opportunity to students to identify the problem.
2. Generating Ideas
    - a. 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.

C. Conceptual Framework

The exposure that has been elaborated on the theoretical review can put three concepts, they are:

1. Reading is one of skills which has to be mastered by students so that can distinguish where is the command and prohibition.
2. Treffinger is one of the model that can help students to think creative. This model teach students to be themselves without looking the other person in solving problem.
3. Main idea is the purpose of the text and the main idea is in the paragraph of the text. By the main idea, the reader can know what is the purpose of every paragraph. So, it can facilitate students understanding text fully.

#### D. Related Study

1. Reza Farmahni Galih, thesis (UPI: 2009), Penerapan Lembar Kerja Siswa Model Treffinger dalam Meningkatkan Hasil Belajar Siswa SMP Kelas VII pada Pembelajaran Teknologi Informasi dan Komunikasi. The purpose of the research is to find out in how far the student work sheet of treffinger model can raise an VII grade junior high school students' learning process. The students work sheet is based on the three levels creative model of treffinger those are divergent functions, complex thinking and feeling process and involvement in real challenges. The method that is applied are pretest and posttest to measure cognitive appraisal and observation sheet for the affective and practical appraisal to appraise psychomotoric aspect. From the result of the research on the series 1 of the cognitive domain (standard and bar menu) normalized gain is achieved in the amount of 0.28 by a less affective criterion, on the series 2 (formatting menu) normalized gain is achieved in the amount of 0.28 by a less affective criterion, on the series 3 (drawing menu) normalized gain is achieved in the amount of 0.38 by an affective criterion.
2. Wahyu Hidayatulloh Muhaiminu, (Universitas Negeri Malang: 2014), Efektivitas Model Pembelajaran Treffinger Berbantuan Lembar Kerja Siswa Terhadap Hasil Belajar Siswa SMA. The purpose of the research is to know the effectiveness the Treffinger model by students' work sheet of students' result in Senior High School. This research is experiment and the technique to take the sample used purposive sampling, class XI IPA 1

become the experiment class and class XI IPA 2 become control class. This research used post test only control design. The instrument in this research is syllabus, lesson plan, work sheet (LKS), affective aspect of monitoring sheet, psychomotoric of aspect monitoring, and test. Statistic test that used is normal test, the same 2 varians, hypothesis, and the completeness of study. The result of post test in experiment class is 80,72 but in control class is 71,17. Based on the precentage of data, experiment class got 87,5% and class control got 40,63%.

#### E. Hypothesis

Based on the explanation of the theoritical and conceptual framework, the hypothesis of this research is Treffinger can improve students' ability in determining the main idea of paragraph.