

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of the students' score in determining the main idea of paragraph. The qualitative data were taken from observation sheet, interview sheet, diary note, and document (photography evidence). This research was conducted in one class with 28 students, consist of girl students but some of them are Memorizer of Holy Quran and they did not join the class at the time, so the total of students who join the class are 23 students, and when the cycle I, cycle II, and cycle III was going on, there were students who were absent. So, in the cycle I and cycle II, there was 1 student who was absent and in cycle III there were 3 students who were absent.

This research was accomplished in three cycles. Each cycle consisted of four steps of action research (planning, acting, observing, and reflecting). The first meeting including pre-test, it purposed to measure the students' ability in reading comprehension especially in determining the main idea of paragraph. The first cycle including post-test I conducted in one meeting. The second cycle was conducted in one meeting, and the last meeting as the third cycle also conducted in one meeting. The researcher always gave the test in the last of learning in every cycle.

1. The Qualitative Data

a. Observation

The collaborator observed the teaching method that was found during the teaching-learning process in every meeting. The collaborator filled the observation sheet in order to know the students' activities during teaching-learning process which Treffinger was applied to improve the students' ability in reading comprehension especially in determining the main idea of paragraph. It also was done to know how the interaction between the teacher and the students.

b. Interview

The interview was done before conducting the first cycle. The reseacher interviewed the teacher and the students. With the teacher, the reseacher only interviewed after implementing the method and her impression was good, she told that she wanted to continue this method. From the students, showed that there were differences feeling before and after implementing the method. Before implementing the method, they said that reading comprehension was difficult especially in determining the main idea of paragraph, and after implementing the method the students showed that they felt focus and enjoy learned reading comprehension especially in determining the main idea of paragraph by using Treffinger.

c. Diary Note

The note that got in teaching-learning process was researcher's attitude when teaching by Treffinger that was complicated when conveyed

the material, the researcher was nervous when conveyed the material, made little mistake in writing vocabulary, left some activities that must be done, asked students to read only 5 minutes whereas in first rule was 10 minutes, and the students made noisy because the researcher do not too master the class.

d. Document

Photography is one of source as document or responding observation for researcher to catch every moment which considered important. The photography was taken while the teacher taught the students in front of the classroom. It was taken when the students did the reading comprehension test, and during the teaching-learning process in the classroom using Treffinger method. From the photo will be found that the students were concentration, focus and enthusiastic during the teaching-learning process.

2. The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test that was given still relevant to the topic taught and discussed in the classroom in every cycle. There were three cycles consisted of three meetings in this research and the test was given in the last of each cycle. The results of the test score of students were shown in the table.

Table 4.1

The Students' Score during Cycle I (Post-test I), Cycle II (Post-test II) and Cycle III (Post-test III)

No.	Name of Students	Score		
		Cycle I	Cycle II	Cycle III
		Post-test (I)	Post-test (II)	Post-test (III)
1.	AW	20	100	100
2.	AFBJ	40	100	100
3.	CZ	80	80	100
4.	DR	20	60	-
5.	ENP	80	80	100
6.	ESP	20	40	40
7.	FPS	20	40	80
8.	GMT	60	60	80
9.	IL	60	100	100
10.	IAI	40	60	100
11.	KR	60	80	100
12.	NU	20	40	100
13.	NIBD	20	40	100
14.	NHb	60	80	100
15.	NHs	20	40	40
16.	PMBJ	40	60	100
17.	RAN	60	80	100
18.	RM	60	100	100
19.	RNA	20	40	80
20.	RMh	80	100	100
21.	SMS	60	80	100

22.	YWP	40	60	-
TOTAL		$\sum x = 1.060$ $\bar{x} = 48.18$	$\sum x = 1.520$ $\bar{x} = 69.09$	$\sum x = 1.820$ $\bar{x} = 91$

From the data above, the researcher found there is the increasing of the students' ability. It could be seen from the mean of the value from post-test of cycle I, post-test of cycle II, and post-test of cycle III that increase. It also could be seen from the table below that showed the students value failed or passed.

From the table above the writer found the students' ability are:

Post-Test I

In the Post-Test I the students' score got increasing. In the Post-Test I students had given the reaction to pay more attention to the teacher and asked the material they did not know, and the reaction of the students gave influence in students' ability to increase. From the table, it showed in the Post-Test I there were 10 persons who able to pass the passing grade 60.

Post-Test II

In the Post-Test II the students' score got increasing. In the Post-Test II students had given the reaction to pay more attention to the teacher and asked the material they did not know, and the reaction of the students gave influence in students' ability to increase. From the table, it showed in the Post-Test II there were 16 persons who able to pass the passing grade 60.

Post-Test III

In the Post-Test III the students' score got increasing. In the Post-Test III students gave the positive reaction and more motivated in doing the test, the

students also by Treffinger created the supportive condition in got the high score. The students' reaction and motivation increased the students' ability. From the table, it showed in the Post-Test III there were 18 persons who passed the passing grade 60, and 2 person of them were failed, and also 3 persons of them were absent. It means almost all students could improve their comprehension by using Treffinger.

B. Hypothesis Testing

1. Cycle I

The cycle I was done in one meeting, the detail was below:

a. Planning

The plan was arranged before the reseacher conducting the research. First of all, researcher prepared or made a lesson plan for 1 meeting. The topic which discussed was about reading comprehension especially in determining the main idea of paragraph. In planning of action research, researcher had been prepared:

- Lesson Plan
- Reading Text
- Sources of Material
- Learning Media
- Exercise as the instrument of collecting data Treffinger.

All the materials above used by researcher to teach the students in the classroom.

b. Acting

In this part, the teacher supported the students by giving motivation to make them felt spirit and always struggle to did the lesson and what they were facing. In this part, the lesson plan that had beed arranged was implemented well in the classroom. In this step, there was some activities done by the researcher and students, they were:

Introduction:

- The teacher said greeting to all students.
- The teacher checked the attendance list.
- The teacher gave information about what they would discuss.
- The teacher asked the students about their knowledge of words meaning.

Core Activities

- The teacher explained about the material that they have and would be discussed
- The teacher gave more examples about the material which teacher explained.
- The students sat face to face with their friend
- The students read the text per paragraph.
- The teacher wrote a keyword to be the main idea of paragraph in the white board.
- The teacher asked students to determine the main idea of paragraph based on the keyword.

- Students determined the main idea of paragraph.

Closing

- The teacher and students concluded the material to know how far the students understand about the story.

c. Observing

The activity of students and teacher was observed and it done by the collaborator. As the collaborator of this observing was the English teacher of this class. The note that was gotten from the observing were still there were deficiencies such as:

- Teacher conveyed the lesson complicated
- Still there were students who made noisy in the class because the teacher not too master the class
- Teacher left to conclude the story
- Teacher left to give motivation before closing the lesson
- Teacher didn't ask about students' understanding in the last learning.

d. Reflecting

Based on the observation result, the reseacher did the cross-check with the English teacher as the collaborator in the observation section, it purposed to make an improvement. The students' score in the cycle I can be seen in the table.

No.	Initial of Students	Item of The Test					The Total of Score	Passing Grade of Students
		1	2	3	4	5		
		20	20	20	20	20		
						100	≥ 60	
1.	AW	√	x	x	x	x	20	Failed
2.	AFBJ	x	√	x	x	√	40	Failed
3.	CZ	√	√	x	√	√	80	Passed
4.	DR	x	√	x	x	x	20	Failed
5.	ENP	√	√	x	√	√	80	Passed
6.	ESP	x	x	x	x	√	20	Failed
7.	FPS	√	x	x	x	x	20	Failed
8.	GMT	√	√	x	x	√	60	Passed
9.	IL	√	√	x	√	x	60	Passed
10.	IAI	√	x	x	√	x	40	Failed
11.	KR	√	√	√	x	x	60	Passed
12.	NU	x	√	x	x	x	20	Failed
13.	NIBD	√	x	x	x	x	20	Failed
14.	NHb	√	√	x	√	x	60	Passed
15.	NHs	x	x	x	√	x	20	Failed
16.	PMBJ	√	x	x	√	x	40	Failed
17.	RAN	√	√	x	√	x	60	Passed
18.	RM	√	√	x	x	√	60	Passed
19.	RNA	√	x	x	x	x	20	Failed
20.	RMh	√	√	x	√	√	80	Passed
21.	SMS	√	√	x	√	x	60	Passed
22.	YWP	x	x	√	√	x	40	Failed

TOTAL	$\sum x = 1.060$ $x = 48.18$
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2. Cycle II

The cycle II was done in one meeting, the detail was below:

a. Planning

The plan was arranged before the researcher conducting the research. First of all, researcher prepared or made a lesson plan for 1 meeting. The topic which discussed was about reading comprehension especially in determining the main idea of paragraph. In planning of action research, researcher had been prepared:

- Lesson Plan
- Reading Text
- Sources of Material
- Learning Media
- Exercise as the instrument of collecting data Treffinger.

All the materials above used by researcher to teach the students in the classroom.

b. Acting

In this part, the teacher supported the students by giving motivation to make them felt spirit and always struggle to did the lesson and what they were facing. In this part, the lesson plan that had been arranged was implemented well in the classroom. In this step, there was some activities done by the researcher and students, they were:

Introduction:

- The teacher said greeting to all students
- The teacher checked the attendance list
- The teacher gave information about what they would discuss.
- The teacher asked the students about their knowledge of words meaning.

Core Activities

- The teacher explained about the material that they have and would be discussed
- The teacher gave more examples about the material which teacher explained.
- The students sat face to face with their friend
- The students read the text per paragraph.
- The teacher wrote a keyword to be the main idea of paragraph in the white board.
- The teacher asked students to determine the main idea of paragraph based on the keyword.
- Students determined the main idea of paragraph.

Closing

- The teacher and students concluded the material to know how far the students understand about the story.

c. Observing

The activity of students and teacher was observed and it done by the collaborator. As the collaborator of this observation was the English teacher of this class. The activity that was done in the observation in cycle II was the repair of the observation in cycle I. From the observation in cycle II, still there were some note that must be repaired by researcher in the next cycle, that were:

- The researcher was still nerveous
- The researcher made a little mistake in writing vocabularies
- Teacher less the rule of Treffinger (read in 10 minutes) but teacher only odered students to read around 5 minutes

d. Reflecting

Based on the observation result, the reseacher did the cross-check with the English teacher as the collaborator in the observation section, it purposed to make an improvement. The students' score in the cycle II had improved than in the cycle I, it can be seen in the table.

No.	Initial of Students	Item of The Test					The Total of Score	Passing Grade of Students
		1	2	3	4	5		
		20	20	20	20	20	100	≥ 60
1.	AW	√	√	√	√	√	100	Passed
2.	AFBJ	√	√	√	√	√	100	Passed
3.	CZ	√	x	√	√	√	80	Passed

4.	DR	√	√	x	√	x	60	Passed
5.	ENP	x	√	√	√	√	80	Passed
6.	ESP	√	x	x	√	x	40	Failed
7.	FPS	√	√	x	x	x	40	Failed
8.	GMT	x	√	√	x	√	60	Passed
9.	IL	√	√	√	√	√	100	Passed
10.	IAI	√	√	x	x	√	60	Passed
11.	KR	√	√	√	x	√	80	Passed
12.	NU	√	√	x	x	x	40	Failed
13.	NIBD	√	x	x	√	x	40	Failed
14.	NHb	√	x	√	√	√	80	Passed
15.	NHs	x	√	√	x	x	40	Failed
16.	PMBJ	√	x	√	x	√	60	Passed
17.	RAN	x	√	√	√	√	80	Passed
18.	RM	√	√	√	√	√	100	Passed
19.	RNA	√	x	x	x	√	40	Failed
20.	RMh	√	√	√	√	√	100	Passed
21.	SMS	√	√	x	√	√	80	Passed
22.	YWP	√	x	√	x	√	60	Passed
TOTAL							$\sum x = 1.520$	
							x = 69.09	

3. Cycle III

The cycle III was done in one meeting, the detail was below:

a. Planning

The plan was arranged before in researcher conducting the research.

First of all, researcher prepared or made a lesson plan for 1 meeting. The

topic which discussed was about reading comprehension especially in determining the main idea of paragraph. In planning of action research, researcher had been prepared:

- Lesson Plan
- Reading Text
- Sources of Material
- Learning Media
- Exercise as the instrument of collecting data Treffinger.

All the materials above used by researcher to teach the students in the classroom.

b. Acting

In this part, the teacher supported the students by giving motivation to make them felt spirit and always struggle to did the lesson and what they were facing. In this part, the lesson plan that had beed arranged was implemented well in the classroom. In this step, there was some activities done by the researcher and students, they were:

Introduction:

- The teacher said greeting to all students.
- The teacher checked the attendance list.
- The teacher gave information about what they would discuss.
- The teacher asked the students about their knowledge of words meaning.

Core Activities

- The teacher explained about the material that they have and would be discussed
- The teacher gave more examples about the material which teacher explained.
- The students sat face to face with their friend
- The students read the text per paragraph.
- The teacher wrote a keyword to be the main idea of paragraph in the white board.
- The teacher asked students to determine the main idea of paragraph based on the keyword.
- Students determined the main idea of paragraph.

Closing

- The teacher and students concluded the material to know how far the students understand about the story.

c. Observing

The activity of students and teacher was observed and it done by the collaborator. As the collaborator of this observation was the English teacher of this class. The activity that was done in the observation in cycle III was the repair of the observation in cycle II and can be seen that the positive improvement in cycle III. It almost to perfect teaching-learning process by Treffinger method.

d. Reflecting

Based on the observation result, the reseacher did the cross-check with the English teacher as the collaborator in the observation section, it purposed to make an improvement. The students' score in the cycle III had improved than in the cycle II, It can be seen in the table.

No.	Initial of Students	Item of The Test					The Total of Score	Passing Grade of Students
		1	2	3	4	5		
		20	20	20	20	20		
1.	AW	√	√	√	√	√	100	Pased
2.	AFBJ	√	√	√	√	√	100	Pased
3.	CZ	√	√	√	√	√	100	Passed
4.	DR	-	-	-	-	-	-	-
5.	ENP	√	√	√	√	√	100	Passed
6.	ESP	√	x	x	√	x	40	Failed
7.	FPS	√	√	x	√	√	80	Passed
8.	GMT	√	√	√	x	√	80	Passed
9.	IL	√	√	√	√	√	100	Passed
10.	IAI	√	x	√	√	√	100	Passed
11.	KR	√	√	√	√	√	100	Passed
12.	NU	√	√	√	√	√	100	Passed
13.	NIBD	√	√	√	√	√	100	Passed
14.	NHb	√	√	√	√	√	100	Passed
15.	NHs	√	√	x	x	x	40	Failed
16.	PMBJ	√	√	√	√	√	100	Passed

17.	RAN	√	√	√	√	√	100	Passed
18.	RM	√	√	√	√	√	100	Passed
19.	RNA	√	x	√	√	√	80	Passed
20.	RMh	√	√	√	√	√	100	Passed
21.	SMS	√	√	√	√	√	100	Passed
22.	YWP	-	-	-	-	-	-	-
TOTAL							$\sum x = 1.820$	$x = 91$

From the data above, the researcher found there was the increasing of the students' ability. It could be seen from the mean of the value from post-test of cycle I, post-test of cycle II, and post-test of cycle III that increase. Where in the post-test of cycle I the mean was 48.18. The mean of post-test of cycle II was 69.09 and the mean of post-test of cycle III was 91. It also could be seen from the table above that showed the students value failed or passed after using Treffinger.

C. 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.¹ The Treffinger was one of model that could be used by the teacher in teaching

¹ Donal J. Treffinger, (2000), *Practice Problems for Creative Problem Solving*, Waco TX: Prufrock Press, p. 4

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 next².

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'

² Miftahul Huda,(2013), *Model-model Pengajaran dan Pembelajaran Isu-isu Metodis dan Paradigmatis*, Yogyakarta:Pustaka Pelajar, p. 317

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.³ 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.⁴ 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

³ Bambang Priyo Darminto, *Meningkatkan Kemampuan Pemecahan Masalah Matematis Mahasiswa Melalui Pembelajaran Model Treffinger*, vol.1, No.2, 2013, p.101, journal.uny.ac.id, accessed on April, 25/2017, 17:07

⁴ Isnaini, et al, *Upaya Meningkatkan Kreativitas dan Kemampuan Pemecahan Masalah Matematika Siswa Sekolah Menengah Pertama melalui Model Pembelajaran Treffinger*, vol.3, No.1, 2016, p.15, www.jurnal.uinsyah.ac.id, accessed on April, 26/2017, 06:23

outcomes using normal learning.⁵ 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 daily 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.⁶

All focuses of the research that used Treffinger to be a model is think creatively and stand alone in finishing the test (problem) and 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. It proved by the the situation in the class and the score that students got in every 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

⁵ Rahayu Febriana Sari, et.al, *Penerapan Model Treffinger pada Pembelajaran Matematika dalam Mengembangkan Kemampuan Kreatif Matematika Siswa Kelas VIII SMPN 12 Padang*, vol.6,No.1, 2015, p.1, ejurnal.bunghatta.ac.id, accessed on April, 26/2017, 06:26

⁶ Sarson W.Dj.Pomalato, *Mengembangkan Kreativitas Matematik Siswa dalam Pembelajaran Matematika melalui Pendekatan Model Treffinger*, Gorontalo:Universitas Negeri Gorontalo, 2006, p.22, *Mimbar Pendidikan*, Accessed on April, 26/2017, 08.05

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.