

**THE INFLUENCE OF TREFFINGER'S MODEL TOWARD  
STUDENT'S READING ABILITY IN ENGLISH SUBJECT**

**(An Experimental Study of the Eighth Grade of SMP Negeri 5 Langsa in  
year 2015/2016)**

**SKRIPSI**

**By:**

**AULIA RAHMAN**  
**1042011051**

**English Education Department**



**TARBIYAH AND TEACHERS TRAINING FACULTY STATE  
INSTITUTE FOR ISLAMIC STUDIES LANGSA**

**2016 / 1437 H**

**STATEMENT OF APPROVAL**

**THE INFLUENCE OF TREFFINGER'S MODEL TOWARD  
STUDENT'S READING ABILITY IN ENGLISH SUBJECT**

**(An Experimental Study of the Eighth Grade of SMP Negeri 5 Langsa in  
academic year 2015/2016)**

Submitted to the Tarbiyah and Teacher Training Faculty IAIN Zawiyah Cot Kala  
Langsa as Partial Fulfillment of the Requirements for undergraduate  
Degree (S-1) in Islamic Education

**By:**

**AULIA RAHMAN**  
**1042011051**

**English Education Department**

**Approved by:**

**Main Supervisor,**

**Co. Supervisor,**

**Drs. H. Junaidi, MA, M.Ed.**

**Dessy Kurniasy, M.Hum**

# **STATEMENT OF CERTIFICATION**

## **THE INFLUENCE OF TREFFINGER'S MODEL TOWARD STUDENT'S READING ABILITY IN ENGLISH SUBJECT**

(An Experimental Study of the Eighth Grade of SMP Negeri 5 Langsa in academic year  
2015/2016)

By

**Aulia Rahman**  
1042011051

Has been defended in Sidang Munaqasyah before the Council of Thesis Examiners and has  
been accepted as a Partial Fulfillment of Requirement for Sarjana Pendidikan (S.pd) in  
English Education Departement of Tarbiyah and Teacher Training Faculty, on:

Saturday, May 14<sup>th</sup>, 2016 M  
6 Sya'ban 1437 H

Council of Thesis Examiners

Chairman;

Secretary;

**Drs. H. Junaidi, MA, M.Ed.**

**DessyKurniasy, M.Hum**

Examiner I;

Examiner II;

**Zulfitri, MA**

**Dr.Razali Mahmud,MM**

Certified by:

The Dean of Tarbiyah and Teacher Training Faculty

State Institute for Islamic Studies (IAIN) Zawiyah Cot Kala Langsa

**Dr. Ahmad Fauzi, M.Ag**  
Nip. 19570501 198512 1 001

## ACKNOWLEDGEMENT

All praises be to Allah, who always blesses the writer in writing this thesis entitled **“THE INFLUENCE OF TREFFINGER’S MODEL TOWARD STUDENT’S READING ABILITY IN ENGLISH SUBJECT AT EIGHTH GRADE SMP NEGERI 5 LANGSA”**

Peace and blessing be upon our prophet Muhammad SAW, his families, his companions, and his followers. Furthermore, the writer would like to express her gratitude to her advisors, Drs. H. Junaidi, MA, M.Ed. and Dessy Kurniasy, M.Hum for their valuable helping, guidance, comments, corrections and suggestions and who had been very patient to sacrifice her energy and time to assist the writer, so that the writer could finish this thesis. Besides, the writer would like to say thank you very much for his families, mainly for parent Prawira Negara and Ainul Mardiah who always encourage him to finish the study and the thesis as the requirement.

Moreover, the writer’s thesis may not be separated from the involvement and contributions of others, so that the writer says deepest gratitude and appreciations to:

1. The dean of Faculty of Tarbiyah IAIN Zawiyah Cot Kala Langsa, Dr. Ahmad Fauzi, M.Ag.
2. The head of English Education Department, Zulfitri, MA.

3. All the English lecturers who had given their best knowledge to students at the English Department, such as; Cut Intan Meutia, Rita Mahriza MS, Zainuddin MA, Nina Afrida M.Pd and the others who might not mentioned overall here.
4. The headmaster of SMP Negeri 5 Langsa, Tarmizi Putra, S.Pd who had given an opportunity to carry out the research, especially, to the English teacher, Habsah, S.Pd who always shared her information, ideas, and experiences.

Meanwhile, the writer knows that his thesis has much weakness, because the writer's skill is still limited. Therefore, the writer hopes the critics and suggestions correcting for better in the next time. The writer also expects this skripsi has useful for writer and reader to add some knowledge.

Langsa, March 14<sup>th</sup> 2016

Writer

## ABSTRACT

Reading is one of the important skills in school area; especially junior high school, for instance SMP Negeri 5 Langsa. The main purpose of learning is to gain the education aim to make the students' know what they had learnt. In this research, the writer conducted a treatment by using Treffinger's model as the model in teaching- learning process. This research used the design of quasi-experimental approach which was provided two classes being as the object of this research; they were experimented class (VIII 5) and controlled class (VIII 7). To analyze and collect the data, the writer conducted the research by using two test (pre-test and post-test) to know the different result of both. While, the writer also compared the result of class experiment (used the Treffinger's model) and class control (used the language experience model). The results showed that the mean score of post-test at experiment class was 68.18, besides at the mean score at the control class was 65.26. The results indicated that mean score at experiment class > mean score at control class. Meanwhile, the writer also had calculated the hypothesis testing. The result that was found by the writer is  $t_{\text{observed}} > t_{\text{table}}$  ( $16.97 > 2.07$ ). So,  $H_a$  was accepted and  $H_o$  was rejected. Therefore, the writer concluded that Treffinger's model improves the students' reading ability at the eighth grade SMP N 5 Langsa.

**Keywords: Reading Ability and Treffinger's Model**

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>iii</b>
<b>CONTENTS</b> .....	<b>iv</b>
<b>THE LIST OF TABLES</b> .....	<b>vii</b>
<b>THE LIST OF PICTURE</b> .....	<b>viii</b>
<b>THE LIST OF FIGURE</b> .....	<b>ix</b>
<b>CHAPTER I : INTRODUCTION</b> .....	<b>1</b>
A. The Background of Study .....	1
B. The Research Question .....	6
C. The Purpose of Study .....	7
D. The Significances of Study .....	7
E. The Hypothesis .....	8
<b>CHAPTER II : THEORETICAL FRAMEWORK</b> .....	<b>8</b>
1. Reading Ability .....	8
1.1 Genre of Reading .....	9
1.2 Types of Reading .....	10
1.3 How to Teach Reading .....	11
2. Treffinger's Model .....	13
2.1 Biography of Treffinger .....	13
2.2 Definition of Treffinger's Model .....	14
2.4 The Way of Treffinger's Model .....	15
2.4 The Technique of Treffinger's Model .....	19
2.5 The Basic Theory of Treffinger's Model Learning ...	21
<b>CHAPTER III : RESEARCH METHODOLOGY</b> .....	<b>23</b>
A. Place and Time .....	23
B. Population and Sample .....	23
C. The Design of Study .....	24
D. The Research Implementation Planning .....	25
E. The Variable .....	26
F. The Technique of Collecting Data .....	27
G. The Instrument .....	27
<b>CHAPTER IV : RESEARCH FINDING AND DISCUSSION</b> .....	<b>35</b>
A. Finding of the Research .....	35
1. The Activity before Doing Research .....	35
a. The Pre-Test Activity in Experiment Class .....	36
b. The Pre-Test Activity in Control Class .....	39
2. The Activity after Giving the Treatment .....	42
a. The Post-Test Activity in the Experiment Class ...	42
b. The Post-Test Activity in the Experiment Class ...	46

c. Normality Test .....	49
d. The Hypothesis Testing .....	54
B. Discussion .....	54
<b>CHAPTER V : CONCLUSION AND SUGGESTION.....</b>	<b>56</b>
A. Conclusion .....	56
B. Suggestion .....	56
<b>BIBLIOGRAPHY .....</b>	<b>58</b>
<b>APPENDIXES</b>	



## THE LIST OF TABLES

Table 1.1	: The description of the design of this study .....	25
Table 1.2	: The description of rubric score of reading ability .....	27
Table 1.3	: The interview item sheet .....	29
Table 1.4	: Students' pre-test score at experiment class .....	36
Table 1.5	: Distributive frequency of pre-test score at experiment class .....	37
Table 1.6	: Students' pre-test score at control class .....	38
Table 1.7	: Distributive frequency of pre-test score at control class.....	40
Table 1.8	: Students' post-test score at experiment class.....	42
Table 1.9	: Distributive frequency of post-test score at experiment class .....	44
Table 1.10	: The interview item result at experiment class.....	45
Table 1.11	: Students' post-test score at control class .....	47
Table 1.12	: Distributive frequency of post-test score at control class .....	48
Table 1.13	: The interview item result at control class .....	49
Table 1.14	: The normality testing of post-test at experiment class.....	50
Table 1.15	: The normality testing of post-test at control class .....	51

## **APPENDIXES**

- Appendix 1 : Students' Initial Name
- Appendix 2 : Learning Activity Plan at Experiment Class
- Appendix 3 : Learning Activity Plan at Control Class
- Appendix 4 : Instrument of Interview at Experiment Class
- Appendix 5 : Instrument of Interview at Control Class
- Appendix 6 : Instrument of Test at Experiment Class
- Appendix 7 : Instrument of Test at Control Class



# CHAPTER I

## INTRODUCTION

### A. The Background of Study

Reading is one of the English skills which carried out to gain information from the media that were read, such as newspaper, magazine, book, website, etc. In school area, reading is the most important activity to make teacher or students grasping a certain topic and knowledge; therefore they should attain the education purposes engaged the achievement and effectiveness the learning process.

According to Siahaan “reading is the receptive written language skill. It is a process of transferring information which delivered by a writer”.<sup>1</sup> It means that as a reader, we should demand the overall information that posed in a text, on that ground they have to get ability to identify the correct pronunciation and intonation, so that the reader can identify the vocabulary meanings of the text. Moreover, a reader also has to control his fluency and accuracy to understand what had they read, the reading activity could be passed in two until three times in order to discover all the information in the text.

Douglas stated that reading is likewise a skill that teachers simply expect learners to acquire. Basically, begining level textbooks in a foreign language presuppose a student’s reading ability if only because it is a book that is medium.<sup>2</sup> We can conclude the statement that reading is one of English skills which can be

---

<sup>1</sup> Sanggam Siahaan, et al. *The English Paragraph* (Yogyakarta: Graha Media Ilmu, 2008). p. 3

<sup>2</sup> Douglas Brown. *Language Assessment Principles and Classroom Practice* (San Fransisco: Library of Congress Cataloging in Publication Data, 2003), p. 185

used to teach students through some books. Reading skill enables readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency. It refers to the specific ability that enables someone to read with independence and interact with the message that delivered through the written text.

Moreover Brassell and Rasinski stated that reading is a multidimensional process that involves the eyes, the ears, the mouth, and the most importantly, the brain.<sup>3</sup> The statement means that when reading, we will involve our eyes to see, our ears to listen, our mouth to read and our brain to think the meaning or information which must be known. Cain said that reading is complex activity, one that involves a range of different skills, processed and types of knowledge.<sup>4</sup> it means that we will identify the knowledge or information on a paper through the process in reading which has different ways or strategy.

In school area, some students often did the mistakes in reading text, for instance; they could not know how to pronounce the word accurately, meanwhile, they intoned the sound of the sentence incorrectly. Those entire mistakes were often found when teaching- learning process is done. Besides, fluency or swiftness in reading text was also mistaken that also looked in the students' reading practice.

---

<sup>3</sup> Danny Brassell and Timothy Rasinski, *Comprehension At Work Taking Student Beyond Ordinary Understanding To Deep Comprehension* (Huntington Beach, Shell Education, 2008), p. 15

<sup>4</sup> Kate Cain. *Reading Development and Difficulties* (Library of Congress, Publication Data United Kingdom Macmillan Company, Cannel India). P. 4

In SMP Negeri 5 Langsa, the researcher found some problems of students' English reading ability. It was looked when the researcher did teaching practice there. Most of students difficult to pronounce English word well. When the researcher asked them to read the English word "name" in the whiteboard, they pronounced it by "nem", meanwhile the correct is *ne;im*. Besides, when they read the text book, they did not notice the punctuation of the text so that they could not intonate it effectively. Therefore, the accuracy was not noticed and they were difficult to identify the word transcription well.

The problems above might be caused by the teacher's learning model used in classroom still not creative so that students were stiff or shy to read English text to their friend and did not try to read English anymore. Meanwhile, students' seriousness and enthusiast in learning process was not controlled in leading the teacher's teaching, for example; the various ways and media or tools was not disposed.

To solve this problem, the researcher proposes a solution to teacher to use one of learning models which makes students creative in learning. It is called as Treffinger's model. Treffinger's model is one of the appropriate models which handles about the students' creativity and gives the practical suggestions to attain the learning aim in cognitive and affective.<sup>5</sup> It can be defined that a creative model is the developmental model and gives priority to process of learning which is looked to gain the certain development understanding the learning materials.

---

<sup>5</sup> Utami Munandar, *Pengembangan Kreativitas Anak Berbakat* (Jakarta: Rineka Cipta, 2004), 172

When teacher uses Treffinger's model as the way in teaching reading, he will generate students' ideas as the brainstorming at first time then students should be asked to think critically and creatively. The critical thinking here means that the students should think about the answer of teacher's question immediately based on the reference posed to them. Whereas, the creative thinking is the various answers that cued by student to the teacher, so that the learning are seen actively.

On the other hand, the purposes of learning process by using Treffinger's model in this research are to make students active and creative in learning, they should think and write their ideas then read it in front of class, to create students' achievement in reading ability better so that some teachers can use Treffinger's model in teaching- learning process.

Based on the explanation above, the researcher is interested to do a research about **“The Influence of Treffinger's Model toward Student's Reading Ability in English Subject at the Eighth Grade SMP Negeri 5 Langsa”**.

## **B. The Research Questions**

Based on the background of study, the research problems can be formulated as follow:

1. Are there any significant influences of Treffinger's model toward student's reading ability in English subject at eighth grade SMP N 5 Langsa?

2. How is teaching- learning process by using Treffinger's model to increase the students' reading ability at eighth grade SMP N 5 Langsa?

### **C. The Purpose of Study**

This study is aimed to know the significant influences of Treffinger's Model in student's reading ability of English subject at the eighth grade SMP Negeri 5 Langsa.

### **D. The Significances of Study**

The result of this study is expected to give the significances in two categories, they are; theoretical and practical. The explanations are as follows:

#### **1. Theoretically**

The findings are beneficial to theories evidently about Treffinger's model and reading ability.

#### **2. Practically**

This study result gives the significances for students, teacher and researcher, they are:

##### **a. Students**

After conducting this research, the results of this research are expected to give the benefits for the students. It makes students' reading ability of English subject influent.



**b. Teacher**

The teacher also gets the significance of this study results. It encourages him/her to use the Treffinger's model as the mode in teaching- learning English, especially to teach about reading ability.

**c. Researcher**

The significance of this study result is also provided to the researcher. He should prove the concept and theory of Treffinger's model when conducting it in learning process and know the influent of student's reading ability.

**E. The Hypothesis**

Hypothesis is a statement of the research assumption in moment to the result of researcher's plan toward the framework to relationship of two variable.<sup>6</sup> When a researcher wants to do a research, he should think and propose the tentative answer about the result of the research.

According to Arikunto "hypothesis is a prediction of the result in a research that must be checked the truth through doing the research in the field."<sup>7</sup> It means, the hypothesis is something that has in a research about the answer prediction of the research result, it can be truth or false.

---

<sup>6</sup> Ag. Bambang Setiyadi, *Metode Penelitian untuk Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006), P. 90.

<sup>7</sup> Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Paktek* (Jakarta: Rineka Cipta, 2002), 127

The hypothesis of this study is prepared based on the research question of this study. There are two kinds of hypothesis; they are Null Hypothesis (the answer question which is failed or rejected) and Alternative Hypothesis (the answer prediction which is success or receipted). The hypothesis of this research is as follow:

**H<sub>0</sub>** : “There is no the significant influence of Treffinger’ model toward student’s reading ability in English subject at eighth grade SMP Negeri 5 Langsa”

**H<sub>a</sub>** : “There is the significant influence of Treffinger’ model toward student’s reading ability in English subject at eighth grade SMP Negeri 5 Langsa”