THE EFFECT OF APPLYING TREFFINGER METHOD ON STUDENTS' ACHIEVEMENT IN WRITING ANALYTICAL EXPOSITION TEXT

SKRIPSI

Submitted in Partial Fulfillment of Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By :

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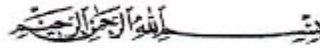
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Yang membuat pernyataan,

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Judul Proposal : The Effectiveness of Using Treffinger Method in Teaching Writing Analytical Exposition Text

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
28 - 11 - 2017	Chapter I Introduction	
2 - 12 - 2017	Chapter II Theory	
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Medan,   Januari 2018

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ABSTRACT

Haviza Purba. 1402050270. *The Effect of Applying Treffinger Method on Students' Achievement In Writing Analytical Exposition Text at SMK NEGERI 1 Medan.***Skripsi :English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU). Medan. 2018.**

This study was attempted to investigate learning writing by applying Treffinger Method. The objective of this research was to find out the significant effect of applying treffinger method on students' achievement in writing analytical exposition text. The method of this study was an experimental research. This research had been conducted at SMK NEGERI 1 Medan. The population of this research were the eleven grade classes in academic year 2017/2018 which consisted 4 classes, the researcher took 2 classes, XI PM2 was as Experimental class that consisted 26 students and UPW2 was the control class which involved 26 students. Each class was given a pre test, treatment and post test.The control class was taught by using conventional method meanwhile the experimental class was treated by applying treffinger method. The instrument of this research was written. The data were analyzed by using t-test formula. Then, the result showed that t observe (12.805) was higher than t table (2.009). It means that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In conclusion, there was the significant effect on students' achievement in writing analytical exposition text was more significant than using conventional method.

Keyword: Treffinger Method, Writing, Students' Achievement.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Assalamu'alaikumWr. Wb

In the name of Allah SWT, the most beneficent and the most Merciful. Firstly, the writer would like to thanks to Allah SWT, the most Almighty and Most Gracious for the bless who has given me the opportunity in finishing and completing this skripsi. Secondly, blessing and peace be upon to our prophet Muhammad SAW, who had brought us from the darkness into brightness one in the world.

This skripsi is entitled **The Effect of Applying Treffinger Method on Students' Achievement in writing Analytical Exposition Text**. In writing this skripsi, there were many difficulties and problems faced by the writer and without much help from the following people, it may be impossible to finish this skripsi.

Especially for her dearest parents, Handanu Zikli Purba, Nuraida who always give her love, support, advice, material help and prayer during, before and after her academic year in completing her study in UMSU.

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Finally, the writer realizes that this study is still far for being perfect, but she hopes that this study will be useful for the readers especially students of English Education Program. May Allah SWT bless all of us.Amin.

Wassalamu'alaikumWr. Wb

Medan,   March 2018

The Researcher,

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CHAPTER I

INTRODUCTION

A. The Background of The Study

Applying Treffiinger Method in writing especially Analytical Exposition Text was the most significant for students' ability in SMK NEGERI 1 Medan in academic year 2017/2018 .Most of the students thought that English written was the most difficult subject sometimes they confused what they should to do first in writing, so by applying Treffinger Method, the students did not feel bored in learning and the students feel interest to write.Besides that, they wouldconnected their prior knowledge with new information and they could apply in their environment. "David Nunan (2003:8) writing strategy is the writer ability to use the mental work of investing ideas, thinking about how to express them and organizing them into statement and paragraph that will be clear to a reader". In Line with curriculum 2013 (Depdi , 2013) Senior High School students must be able to communicate in oral and written text ,like narrative, descriptive, recount, procedure, analytical exposition, news item, and report by stressing on the interpersonal complex meaning and variety of textual meaning. Treffinger Method was the kind of strategy in writing, it means in teaching writing need a method to discover new ideas and it was one of the purposes of Treffinger Method. By Treffinger Method students would motivate the learners' interest. This thesis was choosed because every human in this world have to pursue knowledge, this strategy was so important for the teacher and by applying Treffinger Method help the students in writing Analytical Exposition Text and discover their

new ideas. Thus, the writer had some reasons in writing theory such as: students' writing was not comprehensible, students lack to organize their idea, students were not interested in writing.

Based on the researcher's experience when teaching practice (PPL) of eleventh grade of SMK NEGERI 1 Medan, it was found some problems of students in writing analytical exposition text. The first reason,students' writing was not comprehensible, because the content of the composition was not relevant to the topic. The ideas were not clearly stated, the ideas and sentences were not well organized. And they also fail to find and idea to write and spend too much time to think about it. Because of it, they cannot manage their time. As the result, their writing very often left uncompleted. So, the purpose of teaching English could not be reached.

The second, the students lack to organize their ideas and paragraph unity. Therefore, students are very difficult to write analytical exposition text. And also students lack of understanding in the form of analytical exposition text. It seems to be common occurrences students could not relate one paragraph, even a sentence to another. Coherence and Cohesion as parts of unity are often being ignored while they are writing, so it is often found the students' writing did not make sense. This is because writing is difficult for them since they have to master enough vocabulary, spelling and grammar.

The third,the topic is important because writing have function means to conveying ideas and mention to other people and it is very important skill on a daily life. In fact,most of the students did not like doing this activity and they always try to

avoid it. Before they do the writing activity, they appear some assumptions in their mind that they will produce bad writing activity. In short, many students get troubles in writing and some of them frustrated when they do it. In this case , it would very important for the teacher to make writing easier by encouraging and supporting the students to do it. In order to help the students build their positive thinking toward writing. Teachers would be able to create a better, interesting and helpful teaching and learning process since teachers as guidance for the students to memorize the fact, which have to be memorize since this activity help students to master the subject in a a short time. A method   gave the atmosphere the students in learning and teacher in teaching. A strategy and alternative that will be force to construct knowledge in their mind is applying Treffinger Method.

The conclusion based on the explanation above, to solve the problem the researcher tried to help them by applied theTreffinger Method. By this method the students were expected become creatively productive in meaningful ways. Students can learn more about their own creative abilities and styles, learn and applying useful strategies in appropriate ways. Based on the problems above, the researcher intends to conduct a research with the title "the effect of applying Treffinger Method on students' achievement in writing Analytical Exposition Text".

B. The Identification of the Problem

The problems of this research identified as follows:

1. The students were difficult to writing analytical exposition text.

2. The students werenot interested in writing analytical exposition text.

3. The students got troubles in writing.

C. The Scope and Limitation of the study

The scope of this research is writing. The limitation is writing analytical exposition text by applying Treffinger Method on the XI grade students of SMK NEGERI 1 Medan at academic year 2017/2018.

D. The Formulation of the Problem

Based on the background of the research above,the problems were formulated as the follow: "Is there any significant effect of applying TreffingerMethodon students' achievement in writing analytical exposition text?"

E. The Objectives of The Study

The objectives of the study is to find out the effect of applying Treffinger Method on students' achievement in writing analytical exposition text.

F. The significance of the study

Findings of the research are expected to contribute theoretically and practically.

A. theoretically

Theoretically,the writer hope this research can be used as references for the other writer who wants to conduct research about teaching writing skill.

B. Practically

1. For the headmaster, the result could increase awareness of teacher and the headmaster performance to effectively the strategy.

2. For the English teachers, the study is hoped to give information about the appropriate method to improve teaching learning.

3. For the students, the result could make students interested in teaching learning process. Moreover, it helped them improve their skill in writing analytical exposition text.

4. For the reader's at University of Muhammadiyah North Sumatera Library, to enrich reader's knowledge about teaching strategy writing analytical exposition text.

5. For the writer, the result of the study would answer the curiosity about the effect of treffinger method to teach writing analytical exposition text.

CHAPTER II

RIVIEW OF LITERATURE

A. Theoretical Framework

A research might be based on existing theories of certain fields in science. In this case,the theoretical framework was aimed at giving clear concept applied in this research. These theories helped the research limit the study. Besides the discussion should start from the theoretical concept to avoid misinterpretation of the term used in particular situation. There are many points in the thesis that would discuss as follows:

1. Writing

Writing is an activity of putting ideas in from of written text. In this case, the researcher would explain the definition of writing according to three different experts. They are Pulverness et al., Brown, and Boardman.The first definition of writing is from Pulverness et al(2005). According to them,writing is one of productive skills which involve communicating a message by making signs, forming letters and words, and joining them into a series of sentences that link together to communicate that message. Hence, it can be assumed that students' writing skills which enable students to produce a piece of written composition by linking a series of sentences to communicate with others can reflect their achievements toward the teaching and learning process of English. As a result, writing skills become an important part, in students' English learning process, and in their daily life as a whole. In addition,Brown (2001:347) writing is a constructing process and needs to repeat that

process of writing, teacher has to lead the students into the proper stage in processing the writing. From the opinion above, it can be concluded that writing is the result of a set of process that leads the writers to havea good writing. The process of writing is a complex process. It is started from gathering ideas to editing the result of writing. In writing process, there is no one good result of writing produce for the first time. It must be revised and edited until the good writing is produced. This is the duty of a teacher to ensure that students follow the right path.

The last definition of writing come from Boardman (2002:11)who states that writing is a continuous process of thinking and organizing, rethinking, and re organizing. The writer will not stop the process of thinking in doing writing until they are satisfied with the result. Based on the theory above it can beconcluded that in writing the writers collect their ideas about what they are going to write. After collecting all of the ideas they need, the writers start to organize the ideas into a good writing. The writers will improve their writing until they are satisfied. So, writing is continuous process transforming the ideas or thinking into word form on a paper .

Based on definitions above, it can be concluded that writing is composing process in which ideas is developed connectedly into written form. Sometimes the process of writing can easily run, but sometimes it can not. The writers reread or rewrite what they have written before ideas all transmitted in text.

1.1. Process of writing

According to Carroll et al. (2001: 15) asserts that the process of writing occur in several stages:

a. Prewriting: include exploring topics, choosing a topic, and beginning to gether and organize details before write.

b. Drafting: involves getting ideas down on paper in taught the format that intend for the finished work.

c. Revising: is the stage in which rework the first draft to improve its content and structure.

d. Editing and Proof reading: involve correcting errors in grammar, spelling and mechanics.

e. Publishing and Presenting: are sharing the works with others .

1.2. Aspect of Writing

There are some aspects of writing that have to be considered by a writer to be exist in their writing. The researcher will explain the aspects of writing according to Brown and Jacobs et.al.and the aspects of writing that will be focused by researcher in this research.In writing, there are several aspects which should be considered by students in order to write well. Brown (2001: 15) proposes six major aspects of writing that have to be required by a writer in producing a written text namely content,organization, discourse, syntax, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas,conclusion, and appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference,fluency, economy, and variation.Mechanics include the use of

spelling,punctuation, citation of reference, and appearance. Mean while,Jacobs et al (1981: 90)focuses on content, organization, vocabulary,language use, and mechanics.They are explained as follow:

1. Content

Content refers to the substance of writing, the experience of main idea. i.e.,group of related statements that a writer presents as unit in developing a subject. Content the paragraph do the work of conveying ideas rather that fulfilling special function of transition, restatement, and emphasis.

2. Organization

Organization refers to the logical organization of content. It is scarily more than attempt to piece together all collection of fact and jumble ideas. Even in early drafts it may still be searching for order,trying to make out patterns in its materials and working to bring particulars of its subject in line with what is still only a half formed notion of purpose.

3. Vocabulary

Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning is precisely rather than skews it or blurs it

4. Language Use

Language use refers to the use of correct grammatical form and syntheticpattern of separating, combining, and grouping ideas in words, phrases,clauses, and sentences to bring out logical relationship in paragraph writing.

5. Mechanic

Mechanic refers to the use graphic conventional of the language, i.e., the step of arranging letters, words, and paragraphs by using knowledge of structure and some others related to one another.

In this research, the writer applies those aspects of writing stated by Jacobet al.in evaluating the students writing score because it provides a well defined standard and interpretive framework for evaluating a compositions' students'communication effectiveness which is suggested to be used in evaluating students' writing (Jacobs et al,1981:90).

1.3. Indicator of the Writing

The cumulative score is ranging from 0-100 scoring written text in order to know the students achievement in writing. According Jacob in Hughes (2003) there are five indicators in scoring written test. They are:

a. Content

The score of content depends on the students' ability to write ideas,informationin the form of logical sentence. The criteria of scoring as follows:

27-30	Excellent to very good: knowledge able substantive through development of to sentence relevant to assigned topic.
22-66	Good to average: Some knowledge able of subject adequate rangelimited development of topic sentence mostly relevant to topic, but lack detail.
17-21	Fair to poor: limited knowledge of subject little substance inadequate development of topic.
13-16	Very poor: does not show knowledge of subject – not substantive not pertinent or not enough to evaluate.

b. Organization

The organization refers to the students   ability to write the ideas, information in logical order. The topic and supporting sentences are clearly attached. The criteria of giving the some use as follow:

18-20	Very good: exact word, effective word choice and usage, worked from mastery appropriate register.
14-17	Good to average: adequate range, occasional error or word, choice but meaning confused or obscured
10-13	Fair to poor: limited range, frequent error of words, choice usage, meaning confused or obscured.
7-9	Very poor: essentially a translation knowledge of vocabulary, word from or not enough to evaluate..

c. Vocabulary

Vocabulary refers to the students   ability in using word idiom to express idea logically. The criteria are:

20-18	Excellent to very good: Sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register.
15-14	Good to Average: Adequate range, occasional errors of words/idiom form, choice, usage but meaning not obscured.
13-10	Fair to Poor: limited range, frequent, errors of words/idiom form, choice, usage but meaning not obscured.
9-7	Very Poor: Essentially translation, little knowledge of English vocabulary, idiom, word from, not enough to evaluate.

d. Language Use

Language use refers to the capability of writing down the sentences either simple, complex or compound sentences correctly and logically. It also refers to the ability to use the agreement in the sentences and some other words such as ability to use the agreement in the sentences and some other words such as noun , adjectives and time signals. The criteria are:

25-22	Excellent to Very Good: Effective complex construction, few errors of agreement, tense, word / order function, articles, pronouns, preposition.
21-18	Good to Average: some in effective complex construction frequent errors the use of sentences element
17-11	Fair to Poor: major problems in simple/ complex construction frequents of errors of negotiations, agreement, tense, etc.
10-5	Very Poor: usually no material of sentence construction rules dominated by errors, not enough to evaluate

e. Mechanics

The criteria of scoring mechanics are given below:

5	Excellent to Very Good: Demonstrates mastery of conventions, few error spelling, punctuation, capitalization, writing sentences.
4	Good to Average: occasional errors of spelling, punctuation, capitalization, writing sentences, but meaning not obscured.
3	Fair to Poor : Frequent errors of spelling , punctuation, capitalization writing sentences, poor hand writing, meaning confused or obscured.
2	Very Poor: No mastery conventions, dominated by errors of spelling , punctuation , capitalization, paragraphing, hand writing illegible or not enough to evaluate.

1.4. Genre of The Writing

The term "genre" is used to refer particular text types. It is a type or kind of text defined in terms of its social purposes, also at level of context dealing with social purpose. Genre is a term for grouping text together, representing how writers typically use language to respond to recurring situations. here are many kinds of genre (text type). They are:

a. Spoof

Spoof is kind of genre that has social function to retell an event a humorous twist.

b. Recount

It is kind of genre that has social function to retell event for the purpose of informing people entertaining.

c. Report

Report is kind of genre that has social function to describe the way things are with reference to range natural, man-made and social phenomena in our environment.

d. Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.

e. News Item

News item is a genre which has social function oinform the readers, listeners, or viewersabout events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote is genre which has social function to share with others and account of an unusual or amusing incidents.

g. Narrative

Narrative is genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

h. Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description is a genre which has social function to describe a particular person, place or thing.

j. Hortatory Exposition

Hortatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation is a genre which has social function to explain the process involved in the formation or workings of natural or social cultural phenomenon.

l. Discussion

Discussion is a genre which has social function to present (at least) two points of view about issues.

2. Analytical ExpositionText

There are some kinds of textsthat should be comprehended by the senior high school students. In this research, the researcher will use analytical exposition text. Smalley and Ruetten (1982:100) expository paragraph is a paragraphthat explains or analyzes a topic by using specific details and examples.AccordingtoAnderson and Anderson (1997: 2-3), analytical exposition text is a type that is intended to persuade readers that something should bein the case**.** Analytical exposition is a type of spoken

or written text that is intended topersuade the listeners or readers that something is the case.From that theory it can be said that analytical exposition text has function to influence readers' thinking.It also collaborate that writer's idea about the phenomenon surrounding. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.According to Anderson and Anderson (1997:124) analytical exposition text have three components. They are constructing an exposition, language feature an exposition and generic structurewhich can be explained as follow;

1. Constructing an analytical exposition

In constructing an analytical exposition text, there are three basic steps, the first step is called as an introductory statement that gives the author's point of view and previews the arguments that will follow in some texts, the opening statements may be attention grabbing. The second step is constructing a series of arguments that aim to convince the audience, pictures might also be used to help persuade the audience. The last one is constructing a conclusion that sums up the arguments and reinforces the author's point of view.

2. Language features of an analytical exposition text

The language features of analytical exposition consist of three kinds. First, the use of words that shows the author's attitude, or we usually call it as modality. The second one is the use of words to express felling or we usually call it as emotive words. The last one is the use of words to link cause and effect.

3. Generic structure of analytical exposition

The generic structure of analytical exposition consists of three main parts:thesis, arguments and reiteration.The first part is called as thesis. Thesis is used for introducing topic and indicates the writer's position. Besides, thesis is also used as the outline of the main argument, to be presented.The second part is called as argument. The use of arguments is to restate main argument outlined in preview. It consists of the elaboration, development, and support to each point of argument. The last one is reiteration. It is usually used for restating the writer's position and to conclude the whole argument.

In conclusion, based on the explanation above, the researcher concludes that analytical exposition text is a kind of text that is used to persuade someone to think about something to be a case. There are three characteristics in analytical exposition text. They are social function/ purpose,language features, and generic structure text organization.

3. **Description of Treffinger Method**

Treffinger Method is also known with creative problem solving .Treffinger method is one of the few models that deal with creativity issues directly and provides practical advice on how to achieve alignment. According Shoimin(2014;19)the treffinger model to encourage creative learning using a three-stage arrangement that begins with elemental elements and rises to a more composite function of thinking functions, students engage in skills building activities in the first two stages to then deal with real-life issues in the third stage.

According to Sunata (in Shoimin, 2014: 219) the treffinger model is a learning strategy developed from a creative learning model that is developmental and prioritizes aspects of the process. Strategy learning developed by Treffinger based on his creative learning model. Further Huda (2013: 318) treffinger model is actually not much differentwith a learning model initiated by Osborn. This treffinger model is also known as Creative Problem Solving, both of which attempt to invite students to think creatively in the face of problems, but the syntax applied between Osborn and Treffinger is slightly different from each other.

According to Treffinger (in Huda, 2013: 218) the treffinger model is a model that seeks to encourage students to think creatively in solving problems with attention to the important facts that exist in the environment and then generate ideas and choose the right solution to be implemented in real.According to Ngalimun, (2014: 179) creative learning on the basis of maturity and knowledge is ready with syntax: openness-sequence of ideas-reinforcement, the use of creative ideas of internal-skill conflicts, creative thinking processes in self-problem solving through warming interest-curiosity- asked, group-cooperation, freedom-open, reward.The creative problem solving strategy in problematic settlement means any means employed by a person in creative thinking, with the aim of solving a problem creatively. In its implementation, Treffinger is done through creative solutions. According to Noller (in Suryosubroto, 2009: 199) creative solutions as an effort to solve problems through creative attitude and mindset, has many alternative solutions, open in improvements,

foster confidence, courage to express opinions, divergent and flexible thinking in solving efforts problem.

According to Sarson (in Huda, 2013: 320) the most dominant characteristic of this treffinger learning model is his effort in integrating the students' cognitive and affective dimensions to find the solutions to solve the problem, meaning that students are given the freedom to creativity to solve their own problems with the ways he wants, the teacher's job is to guide the students so that the directions taken by these students are not out of the problem.According to Shinimin (2014: 218) the characteristics of the treffinger model involves cognitive and affective skills at each level of this model, treffinger shows the interrelationships and dependencies between the two in encouraging creative learning.

Based on some opinions above, it can be concluded that the model treffinger learning is a learning model that invites students to think creatively in solving problems by paying attention to important facts that exist in the environment and then bring up ideas and choose the right solution to be implemented in real. This model is more emphasis on the cognitive and affective aspects of students in learning.

3.1.   The Purpose of ApplyingTreffinger Method

The purpose of Treffinger Method is students are given the opportunity to understand concept concepts by solving a problem, students become active in learning,the development of students' thinking skills and problem solving skills, and students can apply the knowledge they already possess to new situations.

3.2.   Procedure Using Treffinger Method

Treffinger (in Huda, 2013: 318) mentions that this learning model consists of 3 (three) important components of understanding challenge, generating ideas, and preparing for action.

    a. component I Understanding Challenges

        1. Determine the goal: the teacher informs the competencies that must be achieved in the learning.

        2. Unearth data: teacher demonstrates / presents natural phenomena that can invitestudents'curiosity and

        3. Formulate the problem: the teacher gives the students the opportunity to identify the problem.

    b. component II Generating Ideas

Generating Ideas is raising the idea: the teacher gives the students time and opportunity to express their ideas and also guides the students to agree on the alternative problem solving that will be tested.

    c. component III Preparing For Action

        1. Developing teacher solutions encouraging students to gather appropriate information, carrying out experiments to get explanations and problem solving,

        2. Building acceptance: teachers checking out solutions that students have acquire

According to Munandar (in Shoimin, 2014: 219-220) the treffinger model consists of the following steps and providing new but more complex issues so that students can apply the solution he has gained.

Step I: basic tools

Basic tools or creativity techniques include divergent thinking skills and creative techniques. The learning activities in phase I

(1) teachers provide an open problem with more than one answer completion,

(2) the teacher guides the students to conduct discussions to convey ideas or ideas as well as provide an assessment on each group.

Step II: practice with process

Practice with process is giving students the opportunity to apply skills learned at stage I in practical situations. Learning activities in step II are (1) guiding teachers and directing students to discuss by giving analog samples, (2) teachers asking students to make examples in daily life.

Step III: working with real problems

Working with real problems, that is, applying the skills learned in the first two stages to real-world challenges

This research implements treffinger model in analytical exposition text with the steps that are:

a. Define the objectives: the teacher informs which competencies should be achieved in learning.

b. Digging data: the teacher demonstrates or presents natural phenomena that can invite students' curiosity.

c. Define the problem: the teacher gives students the opportunity to identify the problem.

d. Bring ideas: teachers give students time and opportunity to express their ideas and also guide students to agree on alternative solutions to be tested.

e. Develop solutions: teachers encourage students to gather appropriate information, conduct experiments to gain explanations and solve the problems

f. Building acceptance: teachers check out the solutions they have obtained so that students can apply the solutions they have gained.

3.3. Advantages of applied treffinger method

a. Gave the students the opportunity to understand concepts by solving a problem

b. Make students active in learning.

c. Develop students' thinking skills because they present problems at the beginning of the lesson and give students the flexibility to seek their own direction of resolution.

d. Develop students' ability to define problems, collect data, analyze data, build hypothesis, and experiment to solve a problem

e. Make students to apply knowledge already have it into a new situation

3.4. Disadvantages of applied treffinger method

a. Differences in the level of understanding and intelligence of students In face problems.

b. Student unpreparedness to face new problems encountered in the field.

c. This model may not apply to kindergarten or class studentsearly-grade primary school.

d. It takes no time to prepare the students to do the above stages.

3.5. Steps of Applying Treffinger Method in teaching analytical exposition text.

a. The Teacher ask and shows the students about the advantages mastering writing analytical exposition text.

b. The Teacher sets the class rules during teaching learning process.

c. The teacher explain describes the aim and the step of Treffinger Method in learning writing Analytical Exposition Text.

d. The teacher asked the students to give the statement about an event that's happen around her/his.

e. After that,the students must develop their idea applying treffinger method.

f. The teacher asked the students to collect their composition and check it.

B. Conceptual Framework

Treffinger Method is one of media that can be used to teach Analytical exposition text. Treffinger learning model is a learning model that invites students to think creatively in solving problems by paying attention to important facts that exist in the environment and then bring up various ideas and choose the right solution to be implemented in real. A learning process that conveys the material is presented incompletely and requires students to be actively involved in solving their own problems. So Treffinger Model is a learning that can develop student activities, and

student learning outcomes both cognitive, affective and psychomotor students in a balanced manner.

Many factors influenced the students' ability in learning ,the main factors were the students themselves and the other factors were internal factor (student) and external factor (out of the student factor)such as school,teacher,environment factor and etc.Teacher who taught the students used some strategies in teaching learning,because strategy was the most important factors in language teaching.The teachers' strategy could help the students in understanding the lesson easily.The strategy could influence someone who wanted to do something.The teacher should use the appropriate strategy in language teaching,because it could make the students had interest to join the lesson,so they could study more serious and their ability would be better. On the other hand, if the teacher did not use the appropriate strategy, especially in teaching how to write analytical exposition text, the student will be bored did not have interest to follow the lesson. As the result, they would not be able to increase their ability. There were many strategies that could used in teaching learning especially in teaching analytical exposition text, one of them is treffinger method. By applying Treffinger Method, the researcher hope the students' ability in writing analytical exposition text will be increased.

C. Relevance Study

Previous study is the result research from the researcher before. There are some references or previous studies that give inspiration to this study. Here are previous studies that deal with treffinger method.

CicikNurLathifah (2017) Penerapan Model Pembelajaran Treffinger Berbantuan Lembar Kerja Siswa Untuk Meningkatkan Kemampuan Berpikir Kreatif Siswa Kelas XI SMA NEGERI 1 DRIYOREJO. This research aims to describe the learning process on economic subjects in class XI IIS 1 SMA Negeri 1 Driyorejo by using Treffinger learning model. In the implementation of learning using aided Student Worksheet (LKS) to the ability of creative thinking. This type of research is pre-experimental One Group Pretest-Post test Design. The sampling technique used a saturated sample technique consisting of 29 students. The results showed that the average pretest score of 27.58 and posttest was 70.69. Furthermore, the result of hypothesis test by Paired Sample T-Test method shows that the learning model of Treffinger with Student Works Sheet (LKS) is obtained by 0.000 significance value less than 0.05. This means that is rejected and accepted, so there is an increase in creative thinking using the Treffinger assisted LKS.

Sari, Afiana Yuli dan Dwi Fauzia Putra (2015) Pengaruh Model Pembelajaran Treffinger terhadap Kemampuan Berpikir Kritis dan Kreatif Mahasiswa Universitas Kanjuruhan Malang. (The Influence of Treffinger Learning Model to the Critical and Creative Thinking Skill of University Student of Kanjuruhan Malang).The purpose of this research is to examine the influence of Treffinger learning model on students' critical and creative thinking ability. This research is a single experimental research with Non Equivalent Control Group Design design. Research subjects were determined based on the similarity of the mean score of the student's semester test and the measurement instrument using the essay test. The result of measurement of

critical and creative thinking is data which then analyzed using t-test with the help of SPSS 16.0 for Windows program. Based on calculation result obtained average gain score critical thinking ability in experiment class that is equal to 30,9 whereas in control class equal to 15, 2. The average gain score of creative thinking ability of experiment class is 30.3 while control class is 17.2. Furthermore, the result of t test analysis of independent sample t test shows that in the learning model Treffinger obtained p-level 0.00 is smaller than 0.05. This means Ho is rejected and Ha accepted so that there is an influence of the Treffinger learning model on the ability of critical and creative thinking.

D. Hypothesis

Based on previous discussion on the background of this study, the hypothesis is formulated :

Ha:There is a significance effect of applying treffnger methodonthe students' achievement in Writing Analytical Exposition Text.

Ho: There is no a significance effect of applying Treffinger Method on the students' achievement in writing analytical exposition text

CHAPTER III

METHOD OF RESEARCH

A. Location

This research conducted at SMK NEGERI 1 MEDAN which has located on Jl. Sindoro no.1 Medan. The school was selected because based on the researcher's experience during teaching practice at the school, there was problem concerning the students' ability in writing analytical exposition text. In addition, the findings were relevant for the development of students' ability in writing Analytical Exposition Text at that school.

B. Population and Sample

The Population of this research was taken from the eleven grade students in academic year 2017/2018 of SMK NEGERI 1 MEDAN. There are 4 classes and the total number of students are 134 students. Cluster random sampling technique will be applied to determine the samples. The samples chosen are XI PM-2 as the experimental group and XI UPW-2 as the control group. So, total numbers are 52 students. The design is figured as follows:

Table 3.1.Population and Sample

No	Class	Population	Sample
1.	XI PM 1	35	-
2.	XI PM 2	26	26
3.	UPW 1	34	-
4.	UPW 2	26	26
	Total	121	52

C. Research Design

In this research, the researcher used an experimental design. It deal with quantitative method. There are two different groups namely experimental group and control group. The experimental group has teached by applying treffinger method while the control group applied Conventional method.

Table 3.2
Research Design

Group	Pre Test	Treatment	Post Test
Experimental	ü	By Applying Treffinger Method	ü
Control	ü	By applying Conventional Method	ü

D. Research Instrument

This research has used writing essay test as instrument to collect the data. The students was asked to write a paragraph based on the topic that given by the teacher.The test were divided in two sessions, the first is pretest given prior to the treatment. The second is post test which applied after conducting the treatment. There are five categories a good writing namely: content, organization, vocabulary or mechanism, and language use.

Table 3.3
scale of score qualitative and quantitative

Skills	
Qualitative Form	**Quantitative Form**
Excellent to very good	90-100
Good to Average	70-89
Fair to Poor	30-69
Very Poor	0-29

E. The Technique of Collecting Data

The get the accurate data, in this study the researcher used the test in the collecting the data, they are:

a. Giving Pre-test

The test has given before applying the strategy in both experimental and control classes. It has given to know the ability of students in writing analytical exposition test in both group. For this pre-test, the writer asked the students to write a analytical exposition text based on the title. Pre-test has conducted before the treatment begin, pre-test administrated to the sample, the experimental group and control group. The pre-test consist of Essay Test.

b. Giving Treatment

Both experimental and control groups were given in different treatment. The experimental group has teached with applying Treffinger Method while control group has teached without applying Treffinger Method.

c. Giving Post –Test

After teaching both experimental and control groups, the teacher gave a post test to each students in both experimental and control groups in order to know their mean score of experimental group and control group and control group after receiving treatment. The researcher used post test to know the effect of applying Treffinger Method on students' achievement in writing analytical exposition text.

d. Collecting the Students' Worksheet

After conducted the post-test, the researcher collected the students' worksheet.

F. The Technique of Analyzing Data

After collecting the data from the test, the data analyzed by using the following procedure:

1. Measured the different scores between Pre-test and Post-test from the experimental group and control group.

2. Listed the scores into two tables, first for the experimental group scores and second for the control group scores.

3. Calculated the total score pre-test and post-test in experimental group and control group. Calculating was conducted by using t-test as show below, according to Sugiyono (2015):

4. Calculated Mean Score

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

Note: $\bar{X}$ = **Mean**

$\sum X_i$ = **The Total of Students' Value**

$$N = \text{The Number of students}$$

5. Standard Deviation by Formula

$$SD = \frac{N \sum X^2 - (\sum X)^2}{(N) - (N-1)}$$

6. Calculating correlation Product Moment between X1 and X2

$$R_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - \sum X^2\}\{\sum Y^2\}}}$$

7. Hypothesis test (t–test)

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

(Sugiyono.2015:274)

In which:

t=t-test

$\overline{X1}$ = Mean of variable 1 (experimental group)

$\overline{X2}$ = Mean of variable 2 (control group)

S1 = Standard deviation of sample (experimental group)

S2 =Standard deviation of sample (control group)

$S\frac{2}{1}$ = Standard deviation squared (variants) of sample 1(experimental group)

$S\frac{2}{2}$ = Standard Deviation squared (variants) ofsample 2 (control group)

n = total of sample

n1 =number of cases for variable 1 (experimental group)

n2 =number of cases for variable 2 (control group)

r = correlation of product moment between X1 and X2

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of the study were obtained from the writing test score. There were two kinds of test for each group, there are pre-test and post-test. The cumulative score of each students from each group based on five indicator.

C : Content

O : Organization

V : Vocabulary

Lu : Language Use

M : Mechanism

The following data were the students score on the pre-test and post-test of the experimental and control group.

Table 4.1
The score of pre test of Experimental Group

No	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1.	AF	19	15	13	17	3	67
2.	AM	21	15	17	17	3	73
3.	DS	19	14	15	15	3	66
4.	DT	19	14	15	14	3	65

5.	DWP	22	17	16	18	4	77
6.	DL	20	14	15	16	3	68
7.	DO	23	14	16	14	3	70
8.	ESR	20	12	13	14	3	62
9.	IN	21	16	17	15	4	73
10.	JN	22	14	14	17	4	71
11.	KS	17	14	14	12	3	60
12.	MNF	21	16	17	18	3	75
13.	MM	22	15	14	14	3	68
14.	MS	21	15	14	15	3	68
15.	MOS	21	15	14	16	4	70
16.	MR	20	14	14	15	4	67
17.	NCH	20	14	13	12	4	63
18.	NEZ	22	16	17	17	3	58
19.	PA	18	14	12	13	3	60
20.	PM	23	14	15	17	3	72
21.	RM	20	15	15	14	3	67
22.	SM	20	15	16	17	4	72
23.	SA	20	11	12	12	3	58
24.	TTG	21	14	14	15	4	68
25.	VY	20	11	12	11	3	57
26.	WK	22	14	16	17	3	72
SUM							1.747
MEAN							67,19

The table above shown the data of this research consist of the students' initial (sample) and the students' score in pre-test of the experimental group can be seen in the table 4.1 above. The data in the table 4.1 showed that the highest score of pre-test in experimental group was 77 and the lowest was 57. So the total score of pre-test in experimental class was 1.747. The mean of pre-test in experimental class was 67,19.

Table 4.2
The score of post test of Experimental Group

No	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1.	AF	27	14	13	19	4	77
2	AM	27	16	17	20	4	84
3.	DS	28	16	18	23	5	77
4.	DT	26	18	17	18	4	78
5.	DWP	25	20	19	20	5	89
6.	DL	22	16	14	21	4	77
7.	DO	27	15	16	19	5	82
8.	ESR	20	16	16	17	4	73
9.	IN	27	15	17	23	4	86
10.	JN	27	17	19	22	4	78
11.	KS	26	16	16	18	4	80
12.	MNF	26	16	18	22	5	87
13.	MM	23	17	15	20	4	79

14.	MS	23	21	19	19	4	86
15.	MOS	25	16	17	18	4	80
16.	MR	27	16	18	21	4	77
17.	NCH	24	18	18	18	4	80
18.	NEZ	26	19	19	19	5	83
19.	PA	27	18	19	19	5	82
20.	PM	27	20	20	22	4	84
21.	RM	22	15	16	20	5	78
22.	SM	25	20	19	19	5	83
23.	SA	20	15	13	14	4	66
24.	TTG	23	16	16	20	4	79
25.	VY	25	20	18	15	4	77
26.	WK	26	19	17	17	4	83
SUM							2.085
MEAN							80,19

The data of this research the students' initial (sample) and the students' score in the post-test of the experimental group can be seen in the table 4.2 above. The data in the table 4.2 showed the highest score of the post-test was 89 and the lowest was 66. So the total of post-test in experimental class was 2.048. The mean of post-test in experimental class was 78,76.

Table 4.3
The score of pre test of control group

No	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1.	ARS	20	13	12	12	3	60
2	ASK	20	15	14	13	4	66
3.	AN	22	15	14	14	3	68
4.	AS	22	16	14	15	4	71
5.	CS	23	14	15	14	4	70
6.	DYA	18	14	15	14	3	64
7.	DVL	19	16	17	16	2	70
8.	GR	17	15	15	15	2	62
9.	JP	18	16	16	15	3	70
10.	KMM	20	15	15	16	3	69
11.	MUB	20	14	13	12	3	62
12.	MK	17	13	12	11	3	56
13.	NAI	20	15	13	17	4	69
14.	NF	21	14	14	18	3	70
15.	NG	20	14	14	15	4	67
16.	RK	20	17	16	17	4	65
17.	RR	22	14	14	17	3	70

18.	RMG	21	17	14	15	3	66
19.	RA	22	15	14	17	4	72
20.	SL	22	14	17	17	4	74
21.	SBL	20	14	14	18	4	70
22.	TRS	19	14	12	12	3	60
23.	VAS	19	15	16	12	4	67
24.	YL	15	14	12	13	4	58
25.	YP	22	15	14	15	4	70
26.	ZA	20	15	14	15	4	68
SUM							1.734
MEAN							66,69

The data of this research the students' initial (sample) and the students' score in the pre-test of the control group can be seen in the table 4.3 above. The data in the table 4.3 showed the highest score of pre-test was 74 and the lowest was 58. So the total score of pre-test in control class was 1.734. The mean of pre-test in control class was 66,69.

Table 4.4.
The Score of Post test of control group

No	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1.	ARS	22	14	13	15	4	68
2	ASK	24	15	15	18	4	76
3.	AN	22	15	15	16	4	72
4.	AS	26	15	15	19	4	75
5.	CS	25	16	16	15	4	76
6.	DYA	22	16	12	21	4	75
7.	DVL	25	13	12	19	4	73
8.	GR	20	16	14	17	4	71
9.	JP	23	15	17	19	4	78
10.	KMM	27	15	19	20	4	74
11.	MUB	26	15	14	18	4	77
12.	MK	20	14	13	13	3	63
13.	NAI	22	15	15	19	4	75
14.	NF	23	14	15	19	4	75
15.	NG	25	14	15	18	4	76
16.	RK	27	18	19	21	4	80
17.	RR	24	15	14	18	4	75

18.	RMG	22	19	18	19	4	80
19.	RA	22	19	18	19	4	82
20.	SL	20	19	19	20	4	83
21.	SBL	22	14	16	19	4	77
22.	TRS	20	14	14	13	4	65
23.	VAS	24	15	16	19	4	78
24.	YL	20	13	13	14	3	63
25.	YP	24	16	17	17	4	78
26.	ZA	25	16	17	16	4	78
SUM							1.943
MEAN							74,73

The data of this research the students' initial (sample) and the students' score in the post-test of the control group can be seen in the table 4.4 above. The data in the table 4.4 showed the highest score of post-test was 83 and the lowest was 63. So the total score of post-test in control class was 1.943. The mean of post-test in control class was 74,73.

Based on the data in table 4.1 and the 4.2 showed that the mean score of post-test in experimental group was 78,76 and the mean score of control group was 74,73. The data showed that the mean score of students in experimental group who were taught

by applying *treffinger method* was greater than the mean score of students in control group who were taught by applying *conventional strategy*.

B. Data Analysis

The effect of applied treffinger method on the students' achievement in writing analytical exposition text. Based on the data from the test, the score were analyzed in other to know the differences between pre-test and post-test of the experimental group.

Table 4.5
The Differences between Pre-test and Post-test of Experimental Group

No	Students' Initial	Pre-Test (X_1)	Post-Test (X_2)	ΣX_{2_1}	ΣX_{2_2}
1.	AF	67	77	4.489	5.929
2.	AM	73	84	5.329	7.056
3.	DS	66	77	4.356	5.929
4.	DT	65	78	4.225	5.625
5.	DWP	77	89	5.929	7.921
6.	DL	68	77	4.624	5.929
7.	DO	70	82	4.900	6.084
8.	ESR	62	73	3.844	5.329
9.	IN	73	86	5.329	7.396
10.	JN	71	78	5.041	6.084
11.	KS	60	80	3.600	6.400

12.	MNF	75	87	5.625	7.569
13.	MM	68	79	4.624	6.241
14.	MS	68	86	4.624	7.396
15.	MOS	70	80	4.900	6.400
16.	MR	67	77	4.489	5.929
17.	NCH	63	80	3.969	6.400
18.	NEZ	58	83	3.364	6.889
19.	PA	60	82	3.600	6.724
20.	PM	72	84	5.184	7.056
21.	RM	67	78	4.489	6.084
22.	SM	72	83	5.184	6.889
23.	SA	58	66	3.364	4.356
24.	TTG	68	79	4.624	6.241
25.	VY	57	77	3.249	5.929
26.	WK	72	83	5.184	6.889
TOTAL		ΣX_1 =1.747	ΣX_2 =2.085	ΣX_1^2 =118.139	ΣX_2^2 =167.773

Based on the table 4.5 above it can be seen that there was differences between pre-test and post-test score of experimental class. For experimental class, the lowest score was 58 and the highest was 89 for pre test and the lowest score was 58 and the highest was 89 for post test.

For control class, the lowest score was 58 and the highest was 74 for pre test and the lowest score was 63 and the highest was 83 for post test. The mean score was calculated as follows:

The Average (Mean)

1. Pre Test of experimental Group

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

$$\bar{X} = \frac{1.747}{26}$$

$$=67,19$$

2. Post Test of Experimental Group

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

$$\bar{X} = \frac{2085}{26}$$

$$=80,19$$

Standard Deviation of X Post Test Experimental Group
To calculate standard deviation, we need a helping table as follows:

No.	X_1	X_2
1.	77	5.929
2	84	7.056
3.	77	5.929

4.	78	6084
5.	89	7.921
6.	77	5.929
7.	82	6.724
8.	73	5.329
9.	86	7.396
10.	78	6.084
11.	80	6.400
12.	87	7.569
13.	79	6.241
14.	86	7.396
15.	80	6.400
16.	77	5.929
17.	80	6.400
18.	83	6.889
19.	82	6.724
20.	84	7.056
21.	78	6.084
22.	83	6.889
23.	66	4.356
24.	79	6.241
25.	77	5.929

26.	83	6.889
TOTAL	2085	167.773

$$SD = \frac{N \sum X^2 - (\sum X)^2}{(N) - (N-1)}$$

$$SD = \frac{26(167773) - (2085)^2}{26(26-1)}$$

$$SD = \frac{4362098 - 4347.225}{650}$$

$$SD = \frac{14.873}{650}$$

$$SD_1 = \sqrt{22,88}$$

$$SD = 4,78$$

Standard deviation of X Pre Test Experimental Group
To calculate standard deviation, we need a helping table as follows

No.	X_1	X_2
1.	67	4.489
2	73	5.329
3.	66	4.356
4.	65	4.225
5.	77	5.929
6.	68	4.624
7.	70	4.900

8.	62	3.844
9.	73	5.329
10.	71	5.041
11.	60	3.600
12.	75	5.625
13.	68	4.624
14.	68	4.624
15.	70	4.900
16.	67	4.489
17.	63	3.969
18.	58	3.364
19.	60	3.600
20.	72	5.184
21.	67	4.489
22.	72	5.184
23.	58	3.364
24.	68	4.624
25.	57	3.249
26.	72	5.184
TOTAL	1.747	118.139

$$SD = \frac{N \sum X^2 - (\sum X)^2}{(N) - (N - 1)}$$

$$SD = \frac{26(118139) - (1747)^2}{26(26 - 1)}$$

$$SD = \frac{3071614 - 3052009}{26 - (25)}$$

$$SD = \frac{19605}{650}$$

$$SD_1 = \sqrt{30,16}$$

$$SD = 5,49$$

Table 4.6
Calculating Correlation Product Moment between X_1 and X_2

No	ΣXi	ΣXi	ΣXi^2	ΣXi^2	$\Sigma XiXi$
1.	67	77	4.489	5.929	5.082
2	73	84	5.329	7.056	6.132
3.	66	77	4.356	5.929	5.082
4.	65	78	4.225	6084	5.070
5.	77	89	5.929	7.921	6.853
6.	68	77	4.624	5.929	5.236
7.	70	82	4.900	6.724	5.740
8.	62	73	3.844	5.329	4.526
9.	73	86	5.329	7.396	6.278
10.	71	78	5.041	6.084	5.538
11.	60	80	3.600	6.400	4.800
12.	75	87	5.625	7.569	6.525
13.	68	79	4.624	6.241	5.372

14.	68	86	4.624	7.396	5.848
15.	70	80	4.900	6.400	5.600
16.	67	77	4.489	5.929	5.159
17.	63	80	3.969	6.400	5.040
18.	58	83	3.364	6.889	4.814
19.	60	82	3.600	6.724	4.920
20.	72	84	5.184	7.056	6.048
21.	67	78	4.489	6.084	5.226
22.	72	83	5.184	6.889	5.976
23.	58	66	3.364	4.356	3.828
24.	68	79	4.624	6.241	5.372
25.	57	77	3.249	5.929	4.389
26.	72	83	5.184	6.889	5.976
Total	**1.747**	**2.085**	**118.139**	**167,773**	**140.430**

$$R_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - \sum X^2\}\{\sum Y^2\}}}$$

$$= \frac{26(140430) - (1747)(2085)}{\sqrt{\{26(118139) - 1747^2\}\{26(167773) - 2085^2\}}}$$

$$= \frac{3651180 - 3642495}{\sqrt{(3071614 - 3052009)(4362098 - 4347225)}}$$

$$= \frac{8.685}{17,075}$$

$$= 0{,}5086$$

C. Testing Hypothesis

Ha: $p = 0$, there is a significant effect of applying treffinger method on the students' achievement in writing analytical exposition text.

Ho: $p = 0$, there is no significant effect of applying Treffinger Method om the students' achievement in writing analytical exposition text.

Determining the value of Ttest with formula

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

$$= \frac{80,19 - 67,19}{\sqrt{\frac{22,88^2}{26} + \frac{30,16^2}{26} - 2(0,087325)\left(\frac{4,78}{\sqrt{26}}\right)\left(\frac{5,49}{26}\right)}}$$

$$= \frac{13}{\sqrt{103068462}}$$

$$= 12,805$$

After accounting the data previously by using Ttest Formula that critical value 12,805 then after seeking the table of distribution written test method as basis of counting T-critical in certain degree of freedom (*df*). The calculation shows that *df* is n1+n2-2+50. That table is 2.009 for 0,05. It could be concluded t test >t table or 12.805>2009. Ho is rejected and Ha is accepted or "there was the effect of applying Treffinger Method on the students' achievement in writing analytical exposition text".

**D. The Significant effect of Applying Treffinger Method on the students'
achievement in writing analytical exposition text.**

The Percentage of applied this model was:

$D = r^2 x \ 100\%$

$= 0,5086^2 x \ 100\%$

$= 0,2586 x 100\%$

$= 25,86\%$

It meant the effect of X variable or the effect of applying Treffinger Method on the students' achievement in writing analytical exposition text was 25,86% and 74,14 % was influenced by other factors.

E. Research Findings

Based on the Data Analysis above, the findings of this research were described that the students who were taught by applying Treffinger Method got higher score than those who were taught by using conventional strategy. It was provided from the result of t test 12,805 and t table which was 2.009 (t test>t table 12.805>2.009). So the fact showed that the students' writing achievement in analytical exposition text was more significant than those by using conventional method. Total of significant effect was 74.14 % was influenced by other factors and the test of hypothesis was found that t observe > t table (12.805> 2.009).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the writer mainly presents conclusions and suggestion based on the research findings and discussion presented in previous chapter.

A. Conclusions

Based on the data analysis, conclusions can be drawn as the following:

1. There were effects of applying treffinger method on students' achievement in writing analytical exposition text that they could find easier to express their ideas and thoughts to writeanalytical exposition text.

2. The students' achievement taught by applying trefinger method in writing analytical exposition text got better achievement than those who were taught by applying conventional method in writing analytical exposition text.

B. Suggestions

From the conclusions above, the suggestions are advisable for improving the teaching of English writing in particularly writing analytical exposition text. The suggestions are staged as the following:

1. For the Headmaster, the headmaster should be attention of teaching strategy in the school, could increase awareness of teacher in order to give an effective strategy for students so that the students do not get bored.

2. For the English teacher, especially for the English teacher of SMK NEGERI 1 Medan. They can try Treffinger Method in teaching English to increase their knowledge and by applying a good strategy the students are easier and motivated to learn English. The English Teacher should select a strategy that are not only interesting but also appropriate with the subject and the students' need. So, the teacher can applying treffinger method as an active strategy to teach in the class.

3. For the students, the students should be active in the classroom because in the treffinger method the students are supported to be active in learning process, its hope that the students can be increase their knowledge.

4. For the reader, it is suggested to use an effective strategy in teaching learning process, to make the students more interested in studying English.

5. Other researcher, it is suggested to study this research in order to motivated to learn English. The English Teacher should select a strategy that are not only interesting but also appropriate with the subject and the students' need. So, the teacher can applying treffinger method as an active strategy to teach in the class.

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APPENDIX 1

LESSON PLAN

(EXPERIMENTAL GROUP)

School   : SMK N 1 Medan

Subject   : English

Topic   : Analytical Exposition

Grade /Semester   : XI / 2 (Two)

Time Allocation   : 2 x 45 minutes /meeting:

A.	Core competencies

KI 1   : Living and practicing the religious teachings that he/she embraces

KI 2   : To live and practice honest behavior, discipline, responsibility,

caring, responsive and pro-active and showing attitude as part of the

solution to the problems in interacting effectively with the social and

natural environment and in placing themselves as a reflection of the

nation in the association of the work.

KI 3   : Understand, apply, analyze factual, conceptual,procedural and

metacognitive based on his curiosity about science, technology, art,

culture, and humanities with the insights of humanity, nationality, state

and civilization on the causes of phenomena and events, and applying

procedural knowledge to specific areas of study in accordance with his talents and interests for solve the problem.

KI 4 : Processing, reasoning and reciting in the realm of concrete and abstract realm related to the development of the self-study in schools independently, acting effectively and creatively, and capable of using methods according to scientific rules.

B. Basic Competencies

1. Analyze the social function, text structure, and linguistic elements of the analytical exposition texts on topics that are warmly spoken publicly, in the context of their use.

2. capturing meaning in the text of an analytical exposition on a hotly spoken topic general.

C. Indicator of competence achievements

1. Students can analyze the social function, text structure, and linguistic elements of Text of an analytical exposition on topics that are warmly spoken publicly, in accordance with the context of their use.

2. Students can understand meaning in the text of an analytical exposition on topics that are warmly spoken of publicly.

D. Learning Objectives

1. Students can analyze the social function, text structure, and linguistic elements of the text of an analytical exposition on topics that are warmly spoken publicly, in accordance with the context of their use.

2. Students can grasp meaning in the text of an analytical exposition on topics that are warmly spoken of publicly.

E .Learning Materials

Analytical Exposition Text

Definition :

Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding.

Purpose :

1. To persuade the reader or listener that there is something that,certainly,needs to get attention.

2. To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.

Generic Structure:

1. Thesis : Introduces the topic and shows speaker or writer's position outline of the arguments to be presented

2. Arguments : it consist about point and elaboration point ,states the main argument. Elaboration : develops and supports each point of argument

3. Conclusion : Reiteration (restatement) retates speaker or writer's position.

F .Approaches, Models, and Learning Methods

- Approach   : Communicative learning

- Model   : Treffinger Method

- Method   : Discussion and Assignment

G. Learning Activities

Activities	Learning Description	Time Allocation
Preliminary	The teacher enters the class on time and greets the students. • The class leader leads the prayer as learning gets started. • Teachers fill out the class agenda and	10 minutes

	attend students. • Teachers provide information on competencies, materials, and learning objectives. • Describe the assessment to be done. • Provide a pre-test • Grouping students.	
Core	**1. Identfying Problem** • students listen to various examples of exposition analysis texts given / played by the teacher. • Students observe the social functions, structures and elements of the language. • Students learn to find key ideas, detailed information and specific information from analytical exposition texts. • The teacher explain about Treffinger Method. **2. Define the problem** • Students are asked in groups to create an analytical text by using Treffinger	70 minutes

	Method. • Students get feedback or feedback from their friends about the analytical exposition presented in group work. **3. Develop solutions** Students exchange stories about exposition texts by taking into account the social functions, structures and elements of the philosophy. **4. Take a strategic action** • Students present it in class. • The other group noticed the presentation process **5.Review and evaluate** • Students are welcome to comment on the presentation of the theme and are welcome to correct any errors.	

	• The teacher asks the students about things that have not been understood.	
Close	• Teacher do Questions and answers with learners to make a summary of learning materials • Teacher end learning activities and motivation to keep the spirit of sera remind the learners to learn new, more challenging material. • Teacher are evaluating Educators provide information about the material to be learned at the next meeting.	10 minutes

H. Assesment of learning, Remedial, and Enrichment

1. Assessment Technique

   a. Observation of discussion activities

   b. Result of group presentation

2. Instrument Rating (Attached)

3. Remedial and Enrichment Learning

1. Assesment of Discussion Activities

Attitude Approach and Rubric

No	Name of Student / Group Participant	Communicative				Cooperation				Creative				Critical				Final Value (Mode)
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																		
2.																		
3.																		
4.																		
N																		

Explanation

A=if four indicators are visible

B=if three indicators are visible.

C= if two indicators are visible.

D=if one indicators are visible.

Attitude Assessment Indicators:

Communicative

a. Communicate effectively and efficiently

b. Deliver the message well

c. Use of language that is socially acceptable and adequate

d. Communicate that does not offend other people

Cooperation

a. Helping other friends who are having trouble

b. Contribute thoughts

c. Invite other friends to do a task together

d. Shared together in handling problems

Creative

a. Have a high curiosity

b. Future and imaginative

c. Able to produce new ideas

d. Able to find problems and able to solve them.

Critical

a. Ask and answer questions

b. Look for ways that can be used to solve problems

c. Trying to get as much information as possible from other sources

d. Open thinking, that is speaking concretely.

Attitude value category

1.Very good: if it gets the final score 4

2.Good: if it gets the final score 3

3.Simply: when it gets the final value 2

4.Less: if it gets the final value 1\

2.Assessment of Knowledge and skills

Basic competencies	Indicator	Problem Indicators	Types of Problems	Question
1. understand and respond to the meaning in monologue / essay texts that use a variety of written language accurately, fluently and acceptable in the form of text: and analytical exposition. 2. Express the	1. identify the meaning in the text of analytical exposition. 2. Identify the steps of rhetoric in the discourse of analytical exposition 3. write text in the form of monolog /	1. examine the structure of the text and linguistic elements of the text of the exposition of the topic of analysis discussed in general and in accordance with the text of its users.	analytical exposition text	Fast food

meaning in the monologue / essay text that uses the variety of written language accurately, fluently and acceptable in the text of the form: analytical exposition.	essay shaped analytical exposition text. 3. Understand the various expressions in praise and response	2. put forward meaning in the text of an analytical exposition with a warm topic 3.make the analytical text orally		

a. Grids and Problem

Presentation Rating Rubric

No	Criteria to be assessed	Low performance 7	Good performance 8	Very good performance 9	Score
1.	Pronunciation	To many mistakes	With 2 until 5 mistakes	Perfect Pronunciation	
2.	Intonation	Motonous	Begins to vary	Accurate intonation	

			Intonation		
3.	Grammar	Too many mistakes	With 2 until 5 mistakes	No mistakes in grammar	
4.	Content	Plain/Simple	Begins to add information	Add more personal information	
	Total score Final score	Total score:4			

Remedial Program:

•Remedial Tests are given to students who score below 75 (for knowledge and skills), with a remedial record of 30% of all students in the class.

• And if the number of students who remedial reach 50% then held a remedial teaching first, then continued remedial tests

Enrichment Program:

Enrichment program is given / offered to students who score above 75 as a form of deepening of the given material

I. Tool, Media dan Source

- Tool   : whiteboard

- Media   : laptop, Infocus

- Source   : Text Book Bahasa Inggris   SMA/MA/SMK/MAK   Kelas

  XI

Medan,   January 2018

Teacher Guidance   **Teacher Candidate**

Sari Lestari Sinaga, S.Pd   **Haviza Purba**

Headmaster of SMKN 1 Medan

Dra.Asli Br Sembiring,MM

NIP. 19620204 198803 2 003

APPENDIX 2

LESSON PLAN

(CONTROL GROUP)

School   : SMK N 1 Medan

Subject   : English

Topic   :Analytical Exposition Text

Class /Semester : XI / 2 (Two)

Time Allocation   : 2x45 minutes/meeting

A.	Core competencies

KI 1   : Living and practicing the religious teachings that he/she embraces

KI 2   : To live and practice honest behavior, discipline, responsibility

caring, responsive and pro-active and showing attitude as part of the

solution to the problems in interacting effectively with the social and

natural environment and in placing themselves as a reflection of the

nation in the association of the world.

KI 3   : Understand, apply, analyze factual, conceptual, procedural and

metacognitive   based on his curiosity about science, technology, art,

culture, and humanities with the insights of humanity, nationality, state

and civilization on the causes of   phenomena   and   events,   and

applying procedural knowledge to specific areas of study in accordance with his talents and interests for solve the problem.

KI 4 : Processing, reasoning and reciting in the realm of concrete and abstract realm related to the development of the self-study in schools independently,acting effectively and creatively, and capable of using methods according to scientific rules.

B. Basic Competencies

1. Analyze the social function, text structure, and linguistic elements of the analytical exposition texts on topics that are warmly spoken publicly, in the context of their use.
2. capturing meaning in the text of an analytical exposition on a hotly spoken topic general.

C. Indicator of competence achievements

1. Students can analyze the social function, text structure, and linguistic elements of text of an analytical exposition on topics that are warmly spoken publicly, in accordance with the context of their use.

2. Students can understand meaning in the text of an analytical exposition on topics that are warmly spoken of publicly.

D.   Learning Objectives

1. Students can analyze the social function, text structure, and linguistic elements of the text of an analytical exposition on topics that are warmly spoken publicly, in accordance with the context of their use.

2. Students can grasp meaning in the text of an analytical exposition on topics that are warmly spoken of publicly

E .Learning Materials

Analytical Exposition Text

Definition :

Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding.

Purpose :

1. To persuade the reader or listener that there is something that,certainly,needs to get attention.

2. To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.

Generic Structure:

1.Thesis : Introduces the topic and shows speaker or writer's position outline of the arguments to be presented

2. Arguments : it consist about point and elaboration point ,states the main argument. Elaboration : develops and supports each point of argument

3. Conclusion : Reiteration (restatement) retates speaker or writer's position.

- Approach   : Communicative learning

- Method   : Conventional

- Model   : Discussion and Assignment

Activities	Learning Description	Time Allocation
Preliminary	The teacher enters the class on time and greets • The class leader leads the prayer as learning gets started • Teachers fill out the class agenda and attend students. • Teachers provide information on competencies, materials, and learning	10 minutes

	objectives.	
	• Describe the assessment to be done.	
	• Provide a pre-test	
	• Grouping students.	
Core	**1. Identfying Problems**	70 minutes
	~ students listen to various examples of exposition analysis texts given / played by the teacher.	
	~Students observe the social functions, structures and elements of the language.	
	~ Students learn to find key ideas, detailed information and specific information from analytical exposition texts.	
	2. Define the problem	
	• students are asked in groups to create an analytical text .	
	• Students get feedback or feedback from their friends about the analytical exposition presented in group work.	

	3. Develop solutions Students exchange stories about exposition texts by taking into account the social functions, structures and elements of the philosophy. **4. Take a strategic action** • Students present it in class. • The other group noticed the presentation process **5.Review and evaluate** • Students are welcome to comment on the presentation of the theme and are welcome to correct any errors. • The teacher asks the students about things that have not been understood.		
Close	• Teacher do Questions and answers with learners to make a summary of learning materials	10 minutes	

		Teacher end learning activities and motivation to keep the spirit of sera remind the learners to learn new, more challenging material. • Teacher are evaluating • Educators provide information about the material to be learned at the next meeting.	

H. Assesment of learning, Remedial, and Enrichment

1. Assessment Technique

   a. Observation of discussion activities

   b. Result of group presentation

2. Instrument Rating (Attached)

3. Remedial and Enrichment Learning

1. Assesment of Discussion Activities

Attitude Approach and Rubric

No	Name of Student /	Commu nicative	Cooper ation	Creative	Critical	Final Value

	Group Participant	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	(Mode)
1.																		
2.																		
3.																		
4.																		
N																		

Explanation

A=if four indicators are visible

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C= if two indicators are visible.

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d. Shared together in handling problems

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a. Have a high curiosity

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c. Able to produce new ideas

d. Able to find problems and able to solve them.

Critical

a. Ask and answer questions

b. Look for ways that can be used to solve problems

c. Trying to get as much information as possible from other sources

d. Open thinking, that is speaking concretely.

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4.Less: if it gets the final value 1

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Basic competencies	Indicator	Problem Indicators	Types of Problems	Question
1. understand and respond to the meaning in monologue / essay texts that use a variety of written language accurately, fluently and acceptable in the form of text: and analytical exposition. 2. Express the meaning in the	1. identify the meaning in the text of analytical exposition. 2. Identify the steps of rhetoric in the discourse of analytical exposition 3. write text in the form of monolog / essay shaped analytical exposition text. 3. Understand the various expressions in praise and	1. examine the structure of the text and linguistic elements of the text of the exposition of the topic of analysis discussed in general and in accordance with the text of its users.	analytical exposition text	a. Fast food

monologue / essay text that uses the variety of written language accurately, fluently and acceptable in the text of the form: analytical exposition .	response	2. put forward meaning in the text of an analytical exposition with a warm topic 3.make the analytical text orally.		

Presentation Rating Rubric

No	Criteria to be assessed	Low performance 7	Good performance 8	Very good performance 9	Score
1.	Pronunciation	To many mistakes	With 2 until 5 mistakes	Perfect Pronunciation	
2.	Intonation	Motonous	Begins to vary Intonation	Accurate intonation	
3.	Grammar	Too many	With 2 until	No mistakes	

		mistakes	5 mistakes	in grammar	
4.	Content	Plain/Simple	Begins to add information	Add more personal information	
	Total score Final score	Total score:4			

Remedial Program:

•Remedial Tests are given to students who score below 75 (for knowledge and skills), with a remedial record of 30% of all students in the class.

• And if the number of students who remedial reach 50% then held a remedial teaching first, then continued remedial tests

Enrichment Program:

Enrichment program is given / offered to students who score above 75 as a form of deepening of the given material

I. Tool, Media dan Source

- Tool   : whiteboard

- Media : laptop, Infocus

- Source : Text Book Bahasa Inggris   SMA/MA/SMK/MAK   Kelas

  XI

Medan,   January 2018

Teacher Guidance   **Teacher Candidate**

Sari Lestari Sinaga, S.Pd   **Haviza Purba**

Headmaster of SMKN 1 Medan

Dra.Asli Br Sembiring,MM

NIP. 19620204 198803 2 003

Test item

Writing test

Post Test for Control Group

Direction

1. Write your name on the left top of your worksheet
2. 60 minutes is allocated for this test
3. Concern about Content, Organization, Vocabulary and mechanism
4. Notice generic structure of analytical exposition text, there are thesis, argument and reiteration

EXERCISE:

You are expected to write an analytical exposition text about "Bullying".

Writing test

Post Test for Experimental Group

Direction

1. Write your name on the left top of your worksheet
2. 60 minutes is allocated for this test
3. Concern about Content, Organization, Vocabulary and mechanism
4. Notice generic structure of analytical exposition text, there are thesis, argument and reiteration

EXERCISE:

You are expected to write an analytical exposition text about "Bullying" by using Treffinger Method.

<div align="center">

CURRICULUM VITAE

</div>

1. PERSONAL IDENTIFY

Name	Haviza Purba
Place / Date of Birth	Medan , 11 Februari 1997
Status	Single
Religion	Islam
Nationally	Indonesia
Address	Jl. KL Yos Sudarso km 15,5 kec. Medan Labuhan
Phone Number	0822-7710-1733
Email	havizapurba97@gmail.com
Social Media	Ig : havizap
Hobby	Baking

2. Parents' Data

Father's Identify	
Name	Handanu Zikli Purba
Place / Date of Birth	Tebing Tinggi, 21 Januari 1966
Adress	Jl. KL Yos Sudarso km 15,5 kec. Medan Labuhan
Mother's Identify	
Name	Nur'aida
Place / Date of Birth	Medan ,7 September 1970
Adress	Jl. KL Yos Sudarso km 15,5 kec. Medan Labuhan

3. Education Histories

2001-2002	Kindergarden at Permata Pajak Rambai
2002-2008	Elementary School at SD ISLAM Kampung Besar
2008-2011	Junior High School at SMP NEGERI 5 Medan
2011-2014	Senior High School at SMK NEGERI 1 Medan