# The Challenges of Using Treffinger Learning Model in Improving Speaking

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**Abstract**

Treffinger learning model is one of the cooperative learning models, which allows students to creatively solve problems and encourages their interests in speaking. This research aims to unveil the challenges of using this learning model in improving speaking skill. Drawing on the qualitative data collected through interviews, and observations. This research found that unveiled that students' lack of motivation, ability in English, teachers' readiness, and time made it difficult for the application of the Treffinger learning model.

Keywords: Treffinger learning model; teaching speaking; speaking skill

## INTRODUCTION

English is an international language which has been spoken as a communication tool for many sectors such as education, technology, diplomacy, economic, and industry (Akbarani, 2019). English also important in globalization era. All people over the world learned English as their first language or second language. Speaking is one of the four English language skills. Speaking is also used by people in communication with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. (Richards, 2006) said that the mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of English course on the basis of how well they feel that they have improved their speaking skill. It can be said that encouraging speaking skill in language learning, especially in English is not easy thing.

Burns & Joyce (1997) as cited in Torky (2006) defined speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are depended on

the context in which it occurs, the participants, and the purposes of speaking. Similarly, Thornbury (2005) explained that speaking is a real-life activity that is carried out by speaker to express ideas to interact with listeners. The activities are unplanned and their continuity is based on situations. It means that speaking is the harder skill than writing, listening, and reading because speaking happens in real time and as communication toll with other.

Based on the preliminary study, the researcher found that learners got difficulties in speaking. They felt that speaking learning was difficult. It was due to they seldom got speaking materials and practice speaking. The researcher found that the learners' speaking skill were low.

Furthermore, learners lacked motivation to speak. They were not active in learning. They were shy to speak. They realized that they did not have enough vocabulary to speak English. So, it makes teacher got difficulties to ask learners to speak English fluently. Indeed, they needed attention and motivation to make their speaking better.

The factors which affected learners speaking skill not only come from learners but also come from teachers, media or techniques. The problems from teacher, teacher could not create learning situation that would stimulate students' activity. Besides, media that was used by teacher in learning made some students bored. Teacher seldom used the other media such as video, picture, or audio. Furthermore, the technique of teaching was monotonous. Teacher stood in front of the class, read the material from book, gave some explanations, and then asked students to do the exercises. Teacher rarely made some work groups that could stimulate students to be more active in learning process.

From the reasons above, it can be concluded that teacher needs an alternative learning model to teach speaking. Treffinger learning model is one of cooperative learning model that has concept of creative problem solving where Treffinger learning model is the revision from creative problem solving by Donald J. Treffinger. Treffinger learning model is good to build students' interests in speaking learning. Treffinger learning model is one of the cooperative learning models, which allows students to creatively solve problems and encourage their interests in speaking (Akbarani, 2019). According to Al Hadad (2015) as cited in (Akbarani, 2019), Treffinger learning model enables students to express their ideas through speaking or writing. Hence, the researcher considers that using of Treffinger learning model will help students improve their speaking skill. Researcher intends to use Treffinger learning model in teaching speaking using a mixed-method action research. The researcher believes Treffinger learning model can improve the students' speaking skill. This mixed-method action research aims to unveil to what extent Treffinger learning model can improve the students' speaking skill; the

classroom situation of using this learning model in improving students' speaking skill; and the challenges of using this learning model in improving students' speaking skill.

## METHODS

In this research, researcher used two techniques to collect the data, such as interviews and observations, which were video and audio-recorded. The data consisted of qualitative data. In this research, the researcher interviewed the teacher and students to obtain the information from the teacher and students' opinion about using Treffinger learning model in speaking learning. Researcher wanted to know the students' and teachers' point of view about using Treffinger learning model, their opinion about the activities, and their opinion about advantages and disadvantages of Treffinger learning model. Researcher did observation as ways of finding out more about the students' responses, students' behaviors, and students' activities during the teaching and learning process.

## FINDING AND DISCUSSION

This research aims to describe the difficulties and challenges of using Treffinger learning model in improving speaking skill. This research found that Treffinger learning model was not easy to be implemented where time, students' motivation, students' ability, and teacher readiness affected the learning process. Based on findings, students' motivation affected the learning process where not all students were active in discussion. Some of students talked to their friends loudly and did not do the tasks together. To solve this problem, teacher should more active in monitoring as well as motivating, assisting, and guiding each group carefully.

Intani said that there are some obstructions in the implementation of Treffinger learning model included limited time, students' lower motivation, students' dfferent ability, inadequate training for teacher (Intani, 2015). Treffinger learning model needed long time to be applied. It was happened because the students had different skill level, interest, motivation, and experience. The students' thinking speed also affected the students' work where the time limit and the topic were given by teacher are the one of the reasons which influenced the thinking speed. It was relevant with Shoimin (2014) that time allocation to implement Treffinger learning model was longer than the other learning model.

## CONCLUSSION AND SUGGESTION

This research implies there are the difficulties that occur in implementing Treffinger learning model in improving students' speaking skill. In the

process, there were also some difficulties that I encountered such as: (1) The students' motivation affected the learning process where not all students were active in discussion. Some of the students talked to their friends loudly and did not do the tasks together. In this case, the teacher should more active in monitoring as well as motivating, assisting, and guiding each group carefully. (2) Treffinger learning model needed a long time to be applied. In this research, the time which was given to group was relatively short. In the beginning, I implemented Treffinger learning model, many students complained about the time setting. Students needed more time to observe and understand the information and do the assignments. Besides, every student has the different skill level, interest, motivation, and experience which affected the process in implementing Treffinger learning model.

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