

TRANSFORMING STUDENTS’ SPEAKING SKILLS THROUGH THE
TREFFINGER LEARNING MODEL: A FOCUS ON PRONUNCIATION

Madania¹, Herlina Daddi², Maharida³

^{1,2,3} Universitas Muhammadiyah Makassar, Indonesia

ARTICLE INFO	ABSTRACT
Article history: Received: April 21, 2026 Revised: May 11, 2026 Accepted: August 19, 2026 Published: August 31, 2026 Keywords: Pronunciation, Students, Speaking Skills, Learning Model	Pronunciation remains a critical yet challenging component of speaking proficiency, particularly when conventional instruction provides limited opportunities for creative and active learning. This study investigates the novelty and effectiveness of the Treffinger Learning Model as a creative instructional approach to enhance students’ English pronunciation. Employing a pre-experimental one-group pretest–posttest design, the study involved 25 eleventh-grade students from the Islamic English Teenager (IET) group at MAN 2 Kota Makassar during the 2022–2023 academic year. Data were collected through a pretest, four treatment sessions, and a posttest, and analyzed using a t-test. The findings revealed a statistically significant improvement in students’ pronunciation scores, with the mean increasing from 60.72 to 85.80. These results demonstrate that the Treffinger Learning Model can provide an engaging alternative to conventional speaking instruction by fostering active participation and creative learning. The study contributes empirical evidence supporting the integration of creative learning models into pronunciation-focused EFL instruction. <i>This is an open access article under the CC BY-SA license.</i> 
How to cite: Madania, Daddi, H., & Maharida. (2026). Transforming Students’ Speaking Skills Through the Treffinger Learning Model: A Focus on Pronunciation. English Language Teaching Methodology, 6(2), 93–97. https://doi.org/10.56983/eltm.v6i2.1068	
Corresponding Author: Madania, English Education Department, Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: madania@bg.unismuhmakassar.ac.id	

INTRODUCTION

Language is a fundamental tool of communication that encompasses the transmission of messages through various expressive methods across a range of activities and specific contextual settings. Language can be conceptualized as a comprehensive framework comprising speech sounds and symbols that are employed by persons to engage in communication with one another. Language can be defined as a structured collection of voice expressions that function as a medium for interpersonal communication. It serves as a mechanism or apparatus that facilitates individuals in transmitting messages to their interlocutors, ultimately promoting cooperation and shared comprehension among speakers.

A foreign language may be characterized as a linguistic system that is neither widely or officially spoken within a certain geographical area and is not fluently spoken by those who are native to that nation. The process of acquiring foreign languages can be accomplished through either official or informal educational methods. The acquisition of a foreign language offers a multitude of benefits and bears considerable significance in the modern era of global interconnectedness. The process of acquiring a foreign language can enhance social interaction and promote successful communication with individuals from various cultural backgrounds.

English is among the foreign languages that can be acquired. English is a globally recognized language that is extensively employed for interpersonal communication. It is spoken in numerous nations and fulfills significant roles in several aspects of daily existence, such as commerce and academia. According to the Indonesian government, English is presently classified as a foreign language in Indonesia. Consequently, English is incorporated into the curriculum for pupils at many educational levels, including elementary, junior high, high school, and even university.

According to Hayat's (2009) research, learners encounter challenges with sounds that have different pronunciations across different words. Other expert also argues that one of the challenges of learning English is a lack of motivation, Mohammed (2018) It has been observed that certain individuals who are in the initial stages of learning the English language exhibit a negative response towards it, resulting in a potential lack of motivation, self-assurance, and an increased susceptibility to stress, anxiety, and a fear of committing errors.

Based on the explanations and problems described above, the researcher plans to use the Treffinger Learning Model. The Treffinger learning model is regarded as one of the learning models that can put students in situations where they can actively engage with others in the language and deepen their understanding of the language they are learning.

RESEARCH METHOD

Research was carried out using a quantitative method in a pre-experimental design. The researcher employed the pre-experimental method to track students' advancement in speaking applied Treffinger Learning Model. One form of pre-experimental design that the researcher chose was the One Group Pre-test – Post-test Design. In this One Group Pre-test - Post-test design, the researcher previously gave a pre-test to the group to be given the treatment. Then, the researcher conducted the treatment. The population of this research was the 11th grade of MAN 2 Kota Makassar, there were 502 students in the academic year 2022/2023. The sample of this research was students of Islamic English Teenager (IET) at MAN 2 Kota Makassar, totaling 25 students. This sample was selected using a random sampling technique.

RESULT AND DISCUSSION

The Improvement of the students' Pronunciation

Table 1. The mean and improvement of students' pronunciation

Indicator	Mean Score		
	Pre- Test	Post - Test	Improvement
<i>Pronunciation</i>	60.72	85.80	41.30%

Table 1. displays the average score and percentage of progress exhibited by students in the pre-test and post-test assessments. The comparison of students' average scores in the pre-test and post-test reveals a discernible pattern. The pre-test results indicate an average pronunciation score of 60.72, which subsequently improves to 85.80 in the post-test. Additionally, there is a notable rise of 41.30% in students' performance.

The Percentage and Frequency of Students' Pronunciation

Table 2. The Students' Classification Score and Percentage

No	Classification	Score	PreTest		Post Test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	-	-	-	-
2	Very Good	85-96	-	-	9	36%
3	Good	76-85	1	4%	16	64%
4	Fairly Good	66-75	5	20%	-	-
5	Fair	56-65	9	36%	-	-
6	Poor	36-55	10	40%	-	-
7	Very Poor	0-34	-	-	-	-

Based on the data presented in Table 2. , it can be observed that prior to undergoing treatment using the Treffinger Learning Model, the pre-test outcomes revealed that among the 25 students evaluated, only one student (4%) attained a classification of good scores. Additionally, five students (20%) were categorized as having fairly good scores, while nine students (36%) were classified as having fair scores. Furthermore, ten students (40%) were identified as having poor scores, and no students received classifications of excellent, very good, or very poor.

The T- Test of Significance

The t-table value of 1.711 is associated with a degree of significance of 0.05 and a degree of freedom (df) of 24.

Table 3. The Students' Classification Score And Percentage

Component	T- test	T- Table	Comparison
<i>Pronunciation</i>	16.941	1.711	T- Test>T- Table

According to the results shown in Table 3, the t-test statistic for the effect of implementing the Treffinger Learning Model on students' speaking abilities was calculated to be 16.941, surpassing the essential t-value of 1.711. Therefore, drawing from the completed study, it can be deduced that the statistical hypothesis H_i is considered acceptable, whereas the statistical hypothesis H_o is considered invalid. The implementation of the Treffinger Learning Model in the pedagogy of oral communication has promise for enhancing students' aptitude in speaking, specifically in the domains of pronunciation and vocabulary acquisition.

Based on the information mentioned above, it can be concluded that the implementation of the Treffinger Learning Model has a positive impact on students' Pronunciation proficiency.

CONCLUSION

The findings demonstrate that the use of the Treffinger Learning Model significantly improves students' speaking skills in terms of pronunciation. The students' mean pronunciation score increased from 60.72 in the pre-test to 85.80 in the post-test, representing a 41.30% improvement. This substantial increase indicates that the Treffinger Learning Model is an effective instructional approach for developing students' pronunciation. Therefore, in response to the research question, the Treffinger Learning Model can significantly enhance students' pronunciation performance by providing a more active, creative, and engaging learning experience. These findings suggest that the model offers a promising alternative for pronunciation-focused speaking instruction in EFL classrooms.

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