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# Investigating the Effectiveness of the Treffinger Learning Model in Teaching English: An Experimental Research

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**Abstract:**

Teaching of narrative writing requires instructional approaches that promote creativity and higher-order thinking. The treffinger learning model, which consists of Basic Tools, Practice with Process, and Working with Real Problems, offers a structured framework for developing students' creative thinking in writing. This study investigated the effect of the Treffinger Learning Model on students' narrative writing skills. A quasi-experimental design was employed involving two eighth-grade classes (N = 52) from a junior high school, assigned as an experimental group and a control group. Data were collected through pretest and posttest writing assessments in the form of essay tasks. The results showed that students' initial writing ability was relatively low, with mean pretest scores of 34.42 (experimental) and 29.12 (control). Following the intervention, the experimental group demonstrated a substantially higher improvement, achieving a mean posttest score of 84.27, compared to 71.04 in the control group. The findings indicate that the Treffinger Learning Model contributes positively to the development of students' narrative writing skills. This study highlights the pedagogical value of creativity-based learning models in English language classrooms.

**Keywords:** Creative; Effectiveness; EFL instruction; narrative writing; treffinger learning model

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## Introduction

English functions as a global lingua franca and plays a central role in education, science, and economic development (Hult, 2017). In EFL contexts across Asia and Southeast Asia, including Indonesia, English is a compulsory subject, and learners' proficiency is closely associated with academic mobility, employability, and global competitiveness (Kirkpatrick & Liddicoat, 2017). Despite sustained curricular reforms emphasizing communicative competence and higher-order thinking skills, empirical evidence continues to show that many EFL learners struggle to achieve adequate productive proficiency, particularly in speaking and writing.

One persistent concern is the continued dominance of teacher-centered instructional approaches that emphasize grammatical explanation, vocabulary memorization, and repetitive drills (Batta & KS, 2024; Mahamadjon & Akhmadjonova, 2024). While these approaches may strengthen linguistic knowledge at a surface level, they often fail to foster creative thinking, communicative confidence, and learner autonomy

(Wahid et al., 2025) Productive skills, which require the integration of cognitive processing, idea generation, linguistic formulation, and contextualized communication, are particularly vulnerable under such instructional conditions. Recent scholarship suggests that limited student engagement and constrained creative opportunities significantly affect learners' ability to construct meaningful spoken and written (Tovar Viera et al., 2024; Tauchid et al., 2025)

In response to these challenges, creativity-oriented and student-centered instructional models have gained increasing scholarly attention. The Treffinger Learning Model, grounded in creative problem-solving theory, provides a structured framework through three stages: understanding the challenge, generating ideas, and preparing for action (Bhardwaj et al., 2025). These stages conceptually align with language learning processes, including input comprehension, idea organization, and communicative output production (Mariani et al., 2025). Theoretically, the model is compatible with constructivist learning principles and interaction-based language acquisition perspectives.

However, despite its theoretical relevance, empirical investigation of the Treffinger Learning Model within English language teaching remains limited (ERIC O. OLEABHIELE et al., 2025). Most existing studies examine its impact in non-language subjects and focus primarily on general creativity or motivation outcomes (Anteneh & Anshu, 2024). There is a noticeable lack of rigorous quantitative evidence evaluating its effect on specific linguistic competencies, particularly productive skills. Moreover, few studies employ experimental or quasi-experimental designs capable of establishing causal inferences regarding instructional effectiveness.

This gap highlights a methodological and pedagogical urgency. From a methodological standpoint, there is a need for controlled quantitative investigation to determine whether the Treffinger Learning Model produces statistically significant improvements in EFL learners' speaking and writing performance compared to conventional instruction. From a pedagogical perspective, identifying empirically validated instructional models is crucial for strengthening communicative language teaching practices in Indonesian EFL classrooms.

Therefore, this study adopts a quasi-experimental pretest–posttest control group design to examine the effect of the Treffinger Learning Model on EFL learners' productive skills. By systematically comparing learning outcomes between an experimental group receiving Treffinger-based instruction and a control group receiving conventional teaching, this research seeks to generate statistically grounded evidence regarding the model's effectiveness. The findings are expected to contribute to evidence-based ELT innovation, inform classroom practice, and enrich quantitative scholarship in creativity-oriented language pedagogy within the national research landscape.

Although innovative instructional models in English language teaching (ELT) have gained considerable scholarly attention, much of the existing research relies predominantly on qualitative, descriptive, or correlational designs. (Mediana Jr & Dio, 2025). While these approaches provide valuable pedagogical insights, they often lack the methodological rigor necessary to establish causal relationships between instructional interventions and measurable learning outcomes. Without controlled comparison groups and pretest–posttest measures, it remains difficult to determine whether observed improvements are attributable

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to the instructional model itself or to extraneous variables such as teacher effect, maturation, or contextual factors.

Experimental and quasi-experimental designs are therefore essential to generate statistically robust evidence of instructional effectiveness. (De Weerd et al., 2025). However, within the domain of creativity-oriented instructional models—particularly the Treffinger Learning Model empirical studies employing controlled group comparisons remain limited. Existing research tends to focus on general creativity enhancement or cognitive engagement in non-language disciplines, leaving its direct impact on EFL learners' productive skills insufficiently examined.

A further analytical gap concerns the limited integration of affective variables into experimental ELT research. Productive skills, especially speaking and writing, are not purely cognitive processes; they are strongly mediated by affective factors such as anxiety, self-confidence, and fear of negative evaluation. (Kaygısız & Akar, 2025). Many EFL learners experience communication apprehension that constrains their willingness to participate and produce language meaningfully. Despite this well-documented phenomenon, few quasi-experimental studies simultaneously examine both linguistic performance and affective outcomes within the same intervention framework. As a result, the interaction between instructional innovation and affective transformation remains under-theorized and under-measured.

## Literature Review

Recent developments in English Language Teaching (ELT) highlight a paradigmatic shift from teacher-centered transmission models toward learner-centered instructional frameworks that promote active engagement, meaningful interaction, and higher-order thinking skills (Luo, 2025).

Rooted in communicative language teaching and constructivist learning theory, this shift conceptualizes language learning as a socially mediated, cognitively active process in which learners construct meaning through interaction, negotiation, and contextualized problem-solving. However, empirical classroom practices in many EFL contexts continue to prioritize grammatical explanation and mechanical exercises, creating a persistent gap between communicative policy objectives and instructional reality. Previous studies on innovative ELT approaches generally report positive outcomes in learner engagement and communicative confidence, yet many rely on qualitative or descriptive designs, limiting their capacity to establish causal relationships between instructional models and measurable language performance.

Within this broader pedagogical transformation, creativity-oriented learning models have emerged as promising alternatives capable of integrating cognitive flexibility, idea generation, and structured problem-solving into language instruction. The Treffinger Learning Model, grounded in Creative Problem Solving (CPS) theory, has increasingly attracted attention as an instructional framework adaptable to language learning contexts rather than merely as a general creativity enhancement model. (Matos et al., 2025)

Mapping previous research reveals three major gaps: the dominance of non-experimental designs in innovative ELT studies, the tendency of creativity-based interventions to measure general cognitive gains rather than language-specific skills, and the limited integration of the Treffinger model into EFL productive skill development. These gaps highlight the need for rigorous quasi-experimental research examining whether the Treffinger Learning Model can significantly enhance speaking and writing performance, thereby contributing to evidence-based communicative pedagogy.

The Treffinger Learning Model, developed by Donald J. Treffinger, is grounded in Creative Problem Solving (CPS) theory and organized into three stages: understanding the challenge, generating ideas, and preparing for action (Lestari & Hadi, 2022). Conceptually, the model can be positioned at the intersection of constructivist learning theory and communicative language teaching (CLT). Constructivism emphasizes active knowledge construction through inquiry and reflection, while CLT prioritizes meaningful interaction and communicative competence. When situated within ELT, the Treffinger stages parallel essential language-learning processes: comprehending linguistic input, formulating and organizing ideas, and producing communicative output. This alignment suggests that the model provides a structured cognitive pathway supporting speaking and writing development

Within the current state of the art, many student-centered approaches promote engagement but lack a clear procedural framework linking comprehension to production. Unlike generic creativity models, the Treffinger framework offers sequenced instructional scaffolding that integrates problem-solving with communicative performance. However, existing studies predominantly examine its effects in non-language disciplines and focus on general creativity outcomes rather than language-specific skills (Alam & Mohanty, 2024). Therefore, its pedagogical mechanisms and measurable impact on EFL productive competence remain underexplored. This study addresses this gap by positioning the Treffinger Learning Model as an ELT-specific framework for enhancing speaking and writing skills.

### Research Method

This study employed a quasi-experimental nonequivalent control group design in which intact classes were assigned to experimental and control conditions without randomization. Although this design is appropriate for educational settings where random assignment is impractical, the absence of randomization limits the ability to establish full internal validity. Without random allocation, potential selection bias may remain, as pre-existing differences between groups—despite comparable pretest scores and institutional placement criteria—cannot be entirely controlled (Arco-Tirado et al., 2026). While statistical procedures were used to ensure initial equivalence, unmeasured variables such as learner motivation, prior exposure to communicative tasks, or classroom dynamics may have influenced the outcomes.

Furthermore, the study involved only two homogeneous classes selected through purposive sampling. Although homogeneity was intended to control variability, this sampling strategy restricts external validity and limits the generalizability of findings beyond the specific institutional context. The relatively small sample size and single-site implementation reduce the extent to which the results can be extrapolated to broader EFL populations with diverse proficiency levels and sociocultural backgrounds.

Finally, the intervention was conducted within a limited instructional timeframe, which may not fully capture the long-term effects of the Treffinger Learning Model on productive skills and affective variables. Future research employing randomized controlled trials, larger multi-site samples, and longitudinal designs is recommended to strengthen causal inference and enhance generalizability. The research design is as follows.

**Table 1 Research Design**

Group	Pretest	Treatment	Posttest
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Experiment	T1	X	T2
Control	T1	-	T2

Information:

- T1 = Pretest result of experimental class and control class  
 = Posttest result of experimental class and control class
- X = Using Treffinger Strategy
- = With put using Treffinger Strategy

### Location and Time of Research

This study was conducted at SMP Negeri 12 Langsa, Indonesia. The research was carried out over a two-month period, from September to October 2025, corresponding to the first academic semester.

### Research Participants

The target population comprised all eighth-grade students at SMP Negeri 12 Langsa. The accessible population included students enrolled in Grade VIII during the research period. Using purposive sampling, two intact classes—VIII-1 and VIII-2—were selected as research samples. Each class consisted of 26 students, yielding a total sample of 52 participants. One class was assigned as the experimental group, while the other served as the control group.

### Research Instruments

Data were collected using a formative achievement test designed to measure students' learning outcomes. The test consisted of five essay questions, with a maximum score of 100. Prior to administration, the instrument was subjected to validity and reliability testing to ensure its appropriateness and measurement accuracy, following established criteria for educational assessment instrument (Mardana et al., 2025)

### Instrument Validity

Validity refers to the extent to which an instrument accurately measures the construct it is intended to measure (Akbar & Zahfa, 2025). In this study, external validity was employed, indicating that the instrument's results corresponded to the research variables being measured. To establish validity, the test items were evaluated to ensure alignment with the learning objectives and targeted language skills. The obtained validity coefficients were then interpreted using predetermined criteria, as presented in table below:

**Table 2 Instrument Validity Criteria**

Criteria	Interpretation
$0.90 < r_{xy} \leq 1.00$	Very high

$0.70 < r_{xy} \leq 0.90$	Tall
$0.40 < r_{xy} \leq 0.70$	Currently
$0.20 < r_{xy} \leq 0.40$	Not enough
$0.00 < r_{xy} \leq 0.20$	Very low
$r_{xy} = 0.00$	Invalid

## 2. Instrument Reliability

Instrument quality was ensured through validity and reliability testing. Validity refers to the extent to which the instrument accurately measures the intended construct, while reliability indicates measurement consistency. Validity was examined by aligning test items with research variables, and reliability was assessed using Cronbach's Alpha ( $\alpha$ ) to determine internal consistency among items. An acceptable  $\alpha$  value indicated reliable measurement. (A Uyanah & U. I, 2023)

### Data collection technique

Data collection involved three stages. After receiving different instructional treatments, both groups completed the same posttest. Students' responses were scored to assess learning outcomes. The results of the experimental group, taught using the Treffinger Learning Model, were then compared with those of the control group receiving conventional instruction to determine instructional effects.

## Result

### 1. Descriptive Analysis of Students' Initial Abilities

To determine the initial abilities of the experimental class and the control class, each class was given a pretest. Narrative Text material consisting of 5 questions with an ideal score of 100. From the calculation results the data is then presented in the following table:

**Table 4.1 Descriptive Statistics of Students' Initial Ability Data**

Pretest	N	Mean	Standar Deviation	Minimun	Maximun
Experiment	26	34,42	15,17	10	62
Control	26	29,12	19,68	0	65

Table 4.1 shows that the experimental class achieved a higher mean pretest score ( $M = 34.42$ ,  $SD = 15.17$ ) than the control class ( $M = 29.12$ ,  $SD = 19.68$ ). To ensure group equivalence prior to treatment, tests of normality and homogeneity were conducted before further analysis.

## 2. Pretest Data Normality Test

A normality test was conducted to determine whether the pretest scores of both groups were drawn from a normally distributed population. The Chi-square ( $\chi^2$ ) test was applied to the pretest data of the experimental and control classes at a 5% significance level. The decision criterion was that the data are considered normally distributed if  $\chi^2_{\text{calculated}} < \chi^2_{\text{table}}$ , and not normally distributed if  $\chi^2_{\text{calculated}} \geq \chi^2_{\text{table}}$ . Based on the calculations presented in Appendix 10, the results of the normality test for the pretest scores of both classes are summarized in Table 4.2.

**Table 4.2 Result of the Pretest Data Normality Test**

Analysis	N	$\chi^2_{\text{counts}}$	$\chi^2_{\text{tables}}$	Information
Control	26	8,42	11,070	Normally distributed data
Experiment	26	5,09	11,070	Normally distributed data

As shown in Table 4.2, the calculated  $\chi^2$  values for the pretest scores of both the experimental and control classes were lower than the critical  $\chi^2$  values. This indicates that the pretest data of both groups were drawn from normally distributed populations.

## 3. Pretest Data Homogeneity Test

Following the normality test, a homogeneity test was conducted to examine whether the pretest variances of the experimental and control classes were equal. The null hypothesis ( $H_0$ ) stated that the variances of both groups were homogeneous, while the alternative hypothesis ( $H_1$ ) stated that they were not. The F-test was applied, with the decision criterion that  $H_0$  is accepted if Calculated < Table and rejected if Calculated  $\geq$  Table. The results of the homogeneity test for the pretest data are presented in Table 4.3

**Table 4.3. Pretest Data Homogeneity Test**

Class	- x	S i2	S	Dk		F
				Numerator	Denominator	
Experiment	34,42	230,41	15,17	25	25	1,68
Control	29,12	387,38	19,68	0		65

As shown in Table 4.3, at the 0.05 significance level, the calculated F value (1.68) was lower than the critical F value (1.95). Therefore, the null hypothesis was accepted, indicating that the pretest variances of the experimental and control classes were homogeneous.

#### 4. Descriptive Analysis of Students' Final Abilities

To examine the effectiveness of the Treffinger learning in the experimental class compared with conventional instruction in the control class on students' achievement in Narrative Text, a posttest was administered to both groups. The posttest consisted of five questions with a maximum score of 100. Based on the calculation results presented in Appendices 12 and 13, the posttest data for the experimental and control classes are summarized in Table 4.4.

**Table 4.4. Descriptive Statistics of Students' Final Ability**

Pretest	N	Mean	Standar Deviation	Minimun	Maximun
Experiment	26	84,27	9,99	60	100
Control	26	71,04	11,40	50	90

As shown in Table 4.4, the experimental class achieved a maximum posttest score of 100, a minimum score of 60, and a mean score of 84.27 (SD = 9.99). In contrast, the control class obtained a maximum score of 90, a minimum score of 50, and a mean score of 71.04 (SD = 11.40). These results indicate that students in the experimental class demonstrated higher average achievement in Narrative Text than those in the control class. In addition, the smaller standard deviation of the experimental class suggests a more homogeneous distribution of posttest scores. To determine whether the posttest data met the assumptions of normality and homogeneity, and to examine whether the difference in mean posttest scores between the two groups was statistically significant, further inferential statistical analyses were conducted.

#### 5. Posttest Data Normality Test

Similar to the pretest analysis, the posttest scores of both the experimental and control classes were examined for normality using the Chi-square ( $\chi^2$ ) test at a 5% significance level. The decision criterion was that the data are normally distributed if  $\chi^2_{\text{calculated}} < \chi^2_{\text{table}}$  and not normally distributed if  $\chi^2_{\text{calculated}} \geq \chi^2_{\text{table}}$ . Based on the calculations presented in Appendix 14, the results of the posttest normality test for both groups are summarized in Table 4.5.

**Table 4.5 Result of the Posttest Data Normality Test**

Analysis	N	$\chi^2$ counts	$\chi^2$ tables	Information
Control	26	4,24	11,070	Normally distributed data
Experiment	26	9,98	11,070	Normally distributed data

As shown in Table 4.5, at the 0.05 significance level, the calculated  $\chi^2$  values for the posttest scores of both the experimental and control classes were lower than the critical  $\chi^2$  values. Therefore, the posttest data of

both groups were normally distributed, indicating that the assumptions for subsequent statistical analysis were met.

### 6. Posttest Data Homogeneity Test

Following the normality test, a homogeneity test was conducted to examine whether the posttest variances of the experimental and control classes were equal. The null hypothesis ( $H_0$ ) stated that the variances of both groups were homogeneous, while the alternative hypothesis ( $H_1$ ) stated that they were not. The F-test was applied, with the decision criterion that  $H_0$  is accepted if Calculated < Table and rejected if Calculated  $\geq$  Table. Based on the calculations presented in Appendix 15, the results of the posttest homogeneity test are summarized in Table 4.6.

**Table 4.6. Result of Posttest Data Homogeneity Test**

Class	- x	S i2	S	Dk		F
				Numerator	Denominator	
Experiment	84,27	99,88	9,99	25	25	1,30
Control	71,04	130,03	11,40	25	25	1,30

As shown in Table 4.6, at the 0.05 significance level, the calculated F value (1.30) was lower than the critical F value (1.95). Therefore, the null hypothesis was accepted, indicating that the posttest variances of the experimental and control classes were homogeneous and that the samples adequately represented the population.

### Discussion

This study examined the effectiveness of the Treffinger Learning Model in improving students' English achievement at SMP Negeri 12 Langsa. The findings indicate that although both the experimental and control groups demonstrated measurable improvement following instruction, the experimental group achieved substantially higher posttest scores. This difference suggests that instruction structured around the Treffinger Learning Model was more effective than conventional teaching approaches in enhancing English learning outcomes. From a theoretical standpoint, these findings can be interpreted through the lens of constructivist learning theory, which conceptualizes learning as an active, meaning-making process rather than passive knowledge reception. The statistically greater gains in the experimental group indicate that when learners are systematically guided to explore problems, generate ideas, and apply solutions, deeper cognitive processing occurs, resulting in stronger retention and performance.

The effectiveness of the Treffinger model can also be critically linked to second language acquisition theories that emphasize the importance of input processing, interaction, and output production. The model's first stage, understanding the challenge, aligns with meaningful input engagement, where learners analyze linguistic tasks and contextual problems. The second stage, generating ideas, promotes divergent thinking, lexical retrieval, and conceptual organization—processes essential in speaking and writing. The third stage,

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preparing for action, requires learners to transform ideas into communicative output, thereby operationalizing output-based learning principles that argue language development is strengthened through active production and feedback. In this sense, the Treffinger model does not merely stimulate creativity in abstract terms but provides a structured cognitive pathway that mirrors the psycholinguistic processes involved in productive skill development.

Furthermore, the findings resonate with prior research on learner-centered and creativity-oriented pedagogies in EFL contexts, which report positive impacts on engagement, autonomy, and achievement. Reducing teacher dominance and increasing learner participation have been shown to enhance communicative competence, particularly in productive skills that require risk-taking and idea expression. The Treffinger model's structured yet flexible framework appears to balance scaffolding and autonomy, offering students guided support while encouraging independent problem-solving. This balance may explain the observed improvement in achievement, as learners were not only exposed to linguistic content but were also required to actively construct and apply knowledge in communicative tasks. Thus, the results contribute empirical support to theoretical claims that structured problem-solving instruction enhances both cognitive engagement and language performance.

However, several limitations must be acknowledged when interpreting these findings. The study employed a quasi-experimental nonequivalent control group design without random assignment, which limits full internal validity and leaves open the possibility of uncontrolled confounding variables. Although the groups were comparable at baseline, unmeasured factors such as motivation, classroom climate, or prior learning experiences may have influenced outcomes. Additionally, the relatively small sample drawn from a single institution restricts external validity and limits generalizability to broader EFL populations. The intervention period was also relatively short, preventing conclusions about long-term retention or sustained affective impact. Future research should incorporate randomized controlled designs, larger multi-site samples, and longitudinal implementation to strengthen causal inference. Expanding the scope to include affective variables and classroom interaction analysis would further clarify the theoretical and pedagogical contributions of the Treffinger Learning Model within ELT.

### **Effectiveness of Treffinger Learning Model in Teaching English**

This study investigated the effectiveness of the Treffinger Learning Model in improving students' English learning outcomes, particularly in Narrative Text instruction. The findings revealed that students in the experimental group achieved significantly higher posttest scores than those in the control group who received conventional instruction. Because both groups demonstrated comparable proficiency at the pretest stage and met statistical assumptions of normality and homogeneity, the posttest differences can be reasonably attributed to the instructional treatment rather than pre-existing disparities. From a quasi-experimental standpoint, this strengthens the internal validity of the study and provides empirical support for the instructional contribution of the Treffinger model in enhancing narrative text mastery.

The superior achievement of the experimental group can be critically interpreted through constructivist learning theory, which posits that learners actively construct knowledge through inquiry, reflection, and problem-solving. The Treffinger Learning Model operationalizes these principles through its three structured stages: understanding the problem, generating ideas, and preparing for action. In the context of

Narrative Text instruction, the first stage facilitates analytical engagement with narrative elements such as orientation, complication, and resolution. The second stage encourages learners to generate alternative interpretations, explore character motivations, and organize storylines creatively. The third stage requires students to transform their conceptual understanding into coherent spoken or written narratives. These processes reflect higher-order thinking skills—analysis, synthesis, and evaluation—which are central to meaningful narrative comprehension and production. Thus, the findings align with cognitive processing theories suggesting that deeper engagement with content enhances retention and performance.

Moreover, the results are consistent with communicative language teaching (CLT) principles and interactionist perspectives in second language acquisition. CLT emphasizes meaningful communication, learner participation, and contextualized language use, all of which are embedded in the Treffinger framework. By reducing teacher dominance and increasing structured learner engagement, the model creates opportunities for negotiation of meaning, collaborative discussion, and communicative output. Output-based theories further argue that language production plays a crucial role in developing linguistic accuracy and fluency. Through its emphasis on idea generation and action-oriented tasks, the Treffinger model encourages productive language use, which likely contributed to the observed improvements in achievement.

The findings also resonate with prior research on learner-centered and creativity-oriented pedagogies, which report that active engagement and structured problem-solving enhance motivation, autonomy, and academic performance. Unlike purely open-ended creative activities, the Treffinger model integrates creativity within a systematic procedural framework, balancing scaffolding and independence. This balance may explain its effectiveness in narrative instruction, where students require both linguistic guidance and opportunities for imaginative expression.

Despite these contributions, several limitations should be acknowledged. The study involved a relatively small sample from a single school context, limiting generalizability to broader EFL populations. The intervention duration was relatively short, restricting conclusions about long-term retention or sustained skill development. Additionally, the analysis focused primarily on cognitive achievement scores without incorporating affective variables such as motivation or anxiety, which may mediate language performance. Future research should employ larger multi-site samples, extended intervention periods, and mixed-method designs to further examine the theoretical and pedagogical implications of the Treffinger Learning Model in diverse ELT settings.

### **Implications for Teaching Narrative Texts**

The findings indicate that the Treffinger Learning Model can be effectively applied in teaching narrative texts in EFL classrooms, and this implication is theoretically grounded in constructivist and communicative frameworks. The understanding the challenge stage supports constructivist principles by guiding students to analyze key narrative elements—orientation, complication, and resolution—through active meaning construction rather than passive reception. The generating ideas stage aligns with communicative language teaching and creativity-oriented pedagogy, encouraging learners to explore alternative storylines and develop divergent thinking within meaningful linguistic contexts. Prior research suggests that such learner-centered engagement enhances motivation and communicative competence. The preparing for action stage

reflects output-based second language acquisition theory, emphasizing that language development is strengthened through structured speaking and writing tasks. By balancing scaffolding and creative autonomy, the Treffinger model reduces teacher dominance and increases learner participation. Integrating this model into narrative instruction can therefore enhance engagement, comprehension, and productive language performance.

## Conclusion

This study concludes that the Treffinger Learning Model had a statistically significant positive effect on students' English learning outcomes. Although both the experimental and control groups began with relatively low and comparable proficiency levels, the experimental group demonstrated substantially greater improvement following the instructional intervention. The higher mean posttest score achieved by the experimental class (84.27) compared to the control class (71.04) indicates that the Treffinger model was more effective than conventional instruction in facilitating English achievement. From a practical perspective, these findings suggest that structured creative problem-solving stages can be integrated into classroom practice to enhance students' engagement, comprehension, and productive performance, particularly in contexts where traditional teacher-centered approaches remain dominant. The model offers teachers a systematic yet flexible framework that balances scaffolding and learner autonomy, making it pedagogically applicable in secondary EFL settings.

However, several limitations should be acknowledged when interpreting these results. The study was conducted with a relatively small sample from a single school, which limits the generalizability of the findings to broader educational contexts. The quasi-experimental design without random assignment also restricts full causal inference, as uncontrolled variables may have influenced the outcomes. Additionally, the intervention was implemented over a limited duration, preventing conclusions about long-term learning sustainability. Future studies involving larger, multi-site samples and extended implementation periods are recommended to strengthen external validity and confirm the broader applicability of the Treffinger Learning Model in ELT.

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