

ABSTRACT

Damayanti, Hesa, 2024. *A Descriptive-Qualitative Study on The Implementation of Teams Games Tournament (TGT) To Develop Reading Skills in Teaching Descriptive Texts at The Grade XI-2 of SMAN 1 Bawang in The Academic Year 2024/2025.* Thesis Supervisor 1: Drs. Ashari, M.Pd., Thesis Supervisor 2: Ahsanu, S.Pd., M.Sc., M.Hum., Ph.D., Chief External Examiner: Mustasyfa Thabib Kariadi, S.Pd., M.Pd., External Examiner: Erna Wardani, S.Pd., M.Hum. Ministry of Higher Education, Science, and Technology, Jenderal Soedirman University, Faculty of Humanities, English Education Study Program, Purwokerto.

Teams Games Tournament (TGT) method is a cooperative learning method that combines teamwork, games, and academic tournaments to foster active and enjoyable learning. The research objectives are to: (1) Analyze the implementation of TGT method to develop reading skills in teaching descriptive texts at the Grade XI-2 of SMAN 1 Bawang in the academic year of 2024/2025, (2) Understand students responses to TGT method to develop reading skills in teaching descriptive texts at the Grade XI-2 of SMAN 1 Bawang in the academic year of 2024/2025, and (3) Identify the challenges faced in implementation of TGT method to develop reading skills in teaching descriptive texts at the Grade XI-2 of SMAN 1 Bawang in the academic year of 2024/2025. A descriptive-qualitative research design was used, and a sample of 36 students from Grade XI-2 was selected through purposive sampling. The data were collected through observation, questionnaires, and documents. The data analysis followed Braun and Clarke's thematic analysis model and descriptive statistic by Larson. Observations captured classroom dynamics during both conventional and TGT-based instruction. Questionnaire results revealed that 100% of students agreed or strongly agreed that TGT created a competitive environment (Q4), made descriptive text learning enjoyable (Q7), and motivated them to improve their reading skills (Q8). On the other hand, 13.89% experienced difficulties working in teams (Q11), 19.44% felt distracted during TGT activities (Q14), and 66.67% found time management challenging (Q15). Document analysis of lesson plans and worksheets showed structured planning, active participation, and areas where comprehension and vocabulary could be further supported. The method was effectively applied through five structured steps: class presentation, team formation, academic games, tournament, and group rewards. Students responded positively, describing the learning process as competitive, engaging, and motivating. However, they also encountered challenges related to teamwork, distractions, and time management during the tournament phase.

Keywords: *Teams Games Tournament (TGT), Reading Skills, Descriptive Text*

ABSTRAK

Damayanti, Hesa, 2024. *A Descriptive-Qualitative Study on The Implementation of Teams Games Tournament (TGT) To Develop Reading Skills in Teaching Descriptive Texts at The Grade XI-2 of SMAN 1 Bawang in The Academic Year 2024/2025.* Pembimbing Skripsi 1: Drs. Ashari, M.Pd., Pembimbing Skripsi 2: Ahsanu, S.Pd., M.Sc., M.Hum., Ph.D., Ketua Penguji Eksternal: Mustasyfa Thabib Kariadi, S.Pd., M.Pd., Penguji Eksternal: Erna Wardani, S.Pd., M.Hum. Kementerian Pendidikan Tinggi, Sains, dan teknologi, Universitas Jenderal Soedirman, Fakultas Ilmu Budaya, Jurusan Pendidikan Bahasa, Program Studi S1 Pendidikan Bahasa Inggris, Purwokerto.

Teams Games Tournament (TGT) adalah metode pembelajaran kooperatif yang menggabungkan kerja sama tim, permainan, dan turnamen akademik untuk menciptakan suasana belajar yang aktif dan menyenangkan. Tujuan penelitian ini untuk: (1) Menganalisis penerapan metode TGT dalam mengembangkan keterampilan membaca dalam pengajaran teks deskriptif di kelas XI-2 SMAN 1 Bawang pada tahun ajaran 2024/2025, (2) Memahami respon siswa terhadap metode TGT dalam mengembangkan keterampilan membaca dalam pengajaran teks deskriptif di kelas XI-2 SMAN 1 Bawang pada tahun ajaran 2024/2025, dan (3) Mengidentifikasi tantangan yang dihadapi dalam penerapan metode TGT untuk mengembangkan keterampilan membaca dalam pengajaran teks deskriptif di kelas XI-2 SMAN 1 Bawang pada tahun ajaran 2024/2025. Penelitian ini menggunakan desain penelitian deskriptif kualitatif, dengan sampel 36 siswa dari kelas XI-2 yang melalui purposive sampling. Data dikumpulkan melalui observasi, kuesioner, dan dokumen. Analisis data mengikuti model analisis tematik Braun and Clarke serta deskriptif statistik oleh Larson. Observasi dilakukan untuk menangkap dinamika kelas saat pembelajaran konvensional dan pembelajaran berbasis TGT. Hasil kuesioner menunjukkan bahwa 100% siswa setuju atau sangat setuju bahwa TGT menciptakan suasana kompetitif (pertanyaan 4), membuat pembelajaran teks deskriptif menjadi menyenangkan (pertanyaan 7), dan memotivasi mereka untuk meningkatkan keterampilan membaca (pertanyaan 8). Namun, terdapat tantangan seperti 13,89% siswa mengalami kesulitan dalam kerja tim (pertanyaan 11), 19,44% merasa terganggu selama aktivitas TGT (pertanyaan 14), dan 66,67% mengalami kesulitan mengatur waktu (pertanyaan 15). Analisis dokumen berupa rencana pelajaran dan lembar kerja siswa menunjukkan adanya perencanaan terstruktur, partisipasi aktif siswa, serta aspek keterbacaan dan kosakata yang perlu didukung lebih lanjut. Metode TGT diimplementasikan secara efektif melalui lima tahapan terstruktur yaitu: presentasi kelas, pembentukan tim, permainan akademik, turnamen, dan pemberian penghargaan kelompok. Siswa merespons dengan positif, menganggap proses pembelajaran menjadi kompetitif, menarik, dan memotivasi. Namun demikian, tantangan dalam kerja tim, gangguan kelas, dan pengelolaan waktu selama fase turnamen masih perlu perhatian lebih.

Kata Kunci: *Teams Games Tournament, Keterampilan Membaca, Teks Deskriptif*