

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter summarizes the conclusions drawn from the research and offers suggestions for future studies. This conclusion based on the findings and discussions that emerged throughout the research process.

5.1 Conclusions

Based on the findings and discussion throughout this research, several conclusions can be drawn regarding the implementation of the Teams Games Tournament (TGT) method in teaching descriptive texts at the Grade XI-2 of SMAN 1 Bawang in the academic year 2024/2025.

5.1.1 The implementation of TGT method to Develop Reading Skills in Teaching Descriptive Texts at the Grade XI-2 at SMAN 1 Bawang in the Academic Year 2024/2025

Based on the data from observation and document analysis, the TGT method was implemented in a structured way for Grade XI-2 at SMAN 1 Bawang. It included class presentations, team formation, games and tournaments, and team recognition. The class presentations introduced the learning objectives and materials, followed by the formation of heterogeneous teams to encourage cooperative learning. During the games and tournaments, students competed in answering questions related to descriptive text, creating a fun yet competitive learning environment. Finally, team recognition boosted students' enthusiasm and motivation by rewarding their achievements. Overall, the TGT method was effectively

applied to enhance students' understanding, collaboration, and active participation in learning.

5.1.2 The students' responses to the implementation of TGT method to Develop Reading Skills in Teaching Descriptive Texts at the Grade XI-2 at SMAN 1 Bawang in the Academic Year 2024/2025

Based on the data from questionnaire, the study found overwhelmingly positive responses. The student demonstrated increased engagement and enjoyment in learning descriptive texts. The TGT method also enhanced students' social and collaborative skills by fostering teamwork and communication during group activities. Additionally, it improved students' understanding of descriptive elements that promoted peer learning. Overall, the TGT method proved to be an effective and enjoyable teaching strategy.

5.1.3 The challenges the students face in implementing TGT method to Develop Reading Skills in Teaching Descriptive Texts at the Grade XI-2 at SMAN 1 Bawang in the Academic Year 2024/2025

Based on the data from questionnaire, students faced several challenges in implementing the TGT method. First, time management was a major issue, as some students struggled to complete task within the given time. Second, while most students worked well in teams, a few found it hard to collaborate due to differences in academic levels and lack of teamwork. Third, distractions such as noise and focusing on competition instead of learning affected some students' concentration. In conclusion, improving

time management, teamwork, and focus is essential to make the TGT method more effective.

5.2 Suggestions

In line with the conclusion drawn, the following suggestions are proposed to enhance the future implementation of the TGT method. These recommendations are intended for schools, students, and future researchers to ensure more successful outcomes when applying cooperative learning method like TGT.

5.2.1 For the school

The school is expected to continue supporting the implementation of interactive learning methods like TGT method since this method has proven to increase student engagement and learning outcomes. It is recommended that the school provide more training for teachers on implementing TGT method and other cooperative learning methods. Additionally, ensuring an appropriate method will help overcome challenges related to time management during lessons. The school could also allocate specific time for collaborative planning among teachers to share experiences and strategies in applying TGT effectively. Moreover, providing sufficient learning resources and media will further support the successful implementation of the method.

5.2.2 For the students

The students are encouraged to actively participate in TGT activities, as teamwork and collaboration are essential in developing both academic and social skills. To maximize the benefits, the students should focus on improving their time management skills and reducing distractions during group activities. Consistent practice and engagement will further enhance their understanding and performance in the classroom. Students should also be open to giving and receiving constructive feedback from peers to foster a collaborative learning environment. In addition, developing a positive attitude toward group work will contribute to more effective and enjoyable learning experiences.

5.2.3 For the other researchers

Future researchers should explore different aspects of the TGT method or adapt it to various subjects beyond descriptive texts. They can investigate how TGT impacts other skill areas like critical thinking and creativity. Additionally, addressing challenges during the applying this method, such as time management and team dynamics, can lead to an even more effective application of the TGT method in different educational settings. Researcher may also conducting longitudinal studies to examine the long-term effects of TGT on students' academic development. Collaborating with teachers and educational institutions could also provide richer insights and practical relevance to their findings.