

**IMPROVING ELEVENTH-GRADE STUDENTS' READING  
COMPREHENSION ACHIEVEMENT OF PROCEDURE TEXTS  
THROUGH THE TEAMS GAMES TOURNAMENT (TGT) STRATEGY  
AT SMA MUHAMMADIYAH 1 PONOROGO**

**THESIS**

*Presented to partial fulfillment of the requirement  
For a Bachelor's degree of English Education Department*



Written by:

**JESSYKA CHANDRA FARADEA**

**22332064**

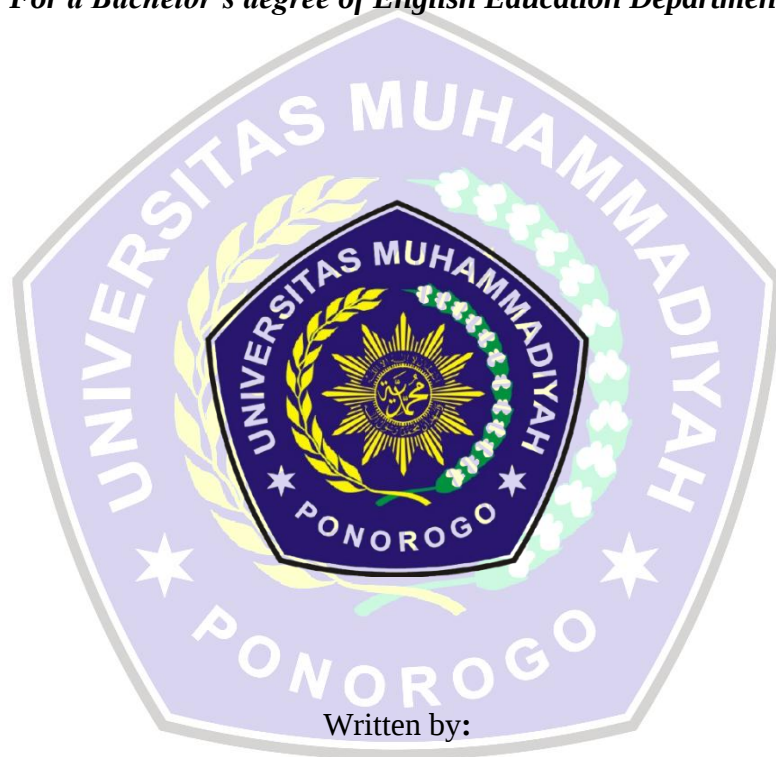
**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITAS MUHAMMADIYAH PONOROGO**

**2026**

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**2026**

## AGREEMENT PAGE

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NIM 22332064

Title : **Improving Eleventh-Grade Students' Reading Comprehension**

**Achievement of Procedure Texts through the Teams Games Tournament (TGT)**

**Strategy at SMA Muhammadiyah 1 Ponorogo, this thesis was approved to be examined in Ponorogo, July 4<sup>th</sup>, 2026.**

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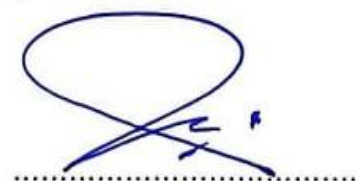
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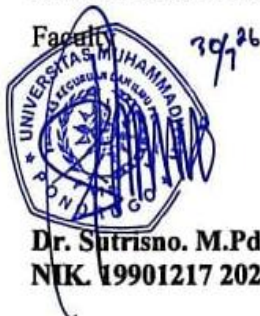


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## ABSTRACT

**Faradea, Jessyka Chandra.** *Improving Eleventh-Grade Students' Reading Comprehension Achievement of Procedure Texts through the Teams Games Tournament (TGT) Strategy at SMA Muhammadiyah 1 Ponorogo.* Thesis. English Education Department, Universitas Muhammadiyah Ponorogo. Advisors: (1) Dr. Bambang Harmanto, S.Pd., M.Pd. and (2) Muhammad Lukman Syafii, S.Pd., M.Pd.

**Keywords:** Reading Comprehension Achievement, Teams Games Tournament (TGT), Classroom Action Research

This study aimed to describe the implementation of the Teams Games Tournament (TGT) strategy in improving students' reading comprehension achievement and to examine the improvement in the reading comprehension achievement of the eleventh-grade students of Class XI-7 at SMA Muhammadiyah 1 Ponorogo in the 2025/2026 academic year. This study employed Classroom Action Research (CAR), which was conducted in two cycles consisting of planning, acting, observing, and reflecting. The participants were 22 students of Class XI-7. The research instruments included reading comprehension tests, classroom observation checklists, and a questionnaire administered through Google Forms to collect students' responses toward the implementation of the TGT strategy.

The findings showed that the implementation of the Teams Games Tournament (TGT) strategy improved students' reading comprehension achievement. The percentage of students who achieved the Minimum Mastery Criterion (KKM = 75) increased from 54.5% in the pre-test to 68% in Cycle I and 95% in Cycle II. Classroom observation results also showed an improvement in students' participation, increasing from 48% in Cycle I to 84% in Cycle II. In addition, the questionnaire results indicated that students reported positive responses toward the implementation of the TGT strategy. Most students agreed that TGT encouraged active participation, created an enjoyable learning atmosphere, and helped them understand Procedure Texts more easily.

In conclusion, the implementation of the Teams Games Tournament (TGT) strategy improved the reading comprehension achievement of the eleventh-grade students of Class XI-7 at SMA Muhammadiyah 1 Ponorogo in the 2025/2026 academic year. The questionnaire findings served as supplementary data, indicating that students

responded positively to the implementation of the TGT strategy during the learning process.



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The writer would like to express her sincere gratitude to:

1. **Dr. Rido Kurnianto, M.Ag**, as the Rector of Universitas Muhammadiyah Ponorogo.
2. **Dr. Sutrisno, S.Pd., M.Pd**, as the Dean of the Faculty of Teacher Training and Education.
3. **Dr. Elok Putri Nimasari, M.Pd**, as the Head of the English Education Department.
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8. The writer's beloved parents and family, for their endless love, sincere prayers, unwavering support, encouragement, sacrifices, and motivation throughout her study.

9. All classmates, friends, and everyone who has supported, encouraged, and accompanied the writer during the completion of this thesis.

May Allah Subhanahu Wa Ta'ala always bless and reward all those who have contributed to the completion of this thesis.

Ponorogo, 7<sup>th</sup> July 2026

A handwritten signature in blue ink, appearing to read 'Jessyka Chandra Faradea', with a large, stylized initial 'J'.

**Jessyka Chandra Faradea**

## THESIS STATEMENT

I am, the student with following identity:

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Certify that this thesis is definitely my own work. I am completely responsible for the content of my thesis. Other researchers' opinions or findings included in the final project are cited or quoted in accordance with ethical standard.

Ponorogo, 7<sup>th</sup> July 2026



Jessyka Chandra Faradea

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## MOTTO

*"No scars to your beautiful, we're stars and we're beautiful."*

— Alessia Cara



## DEDICATION

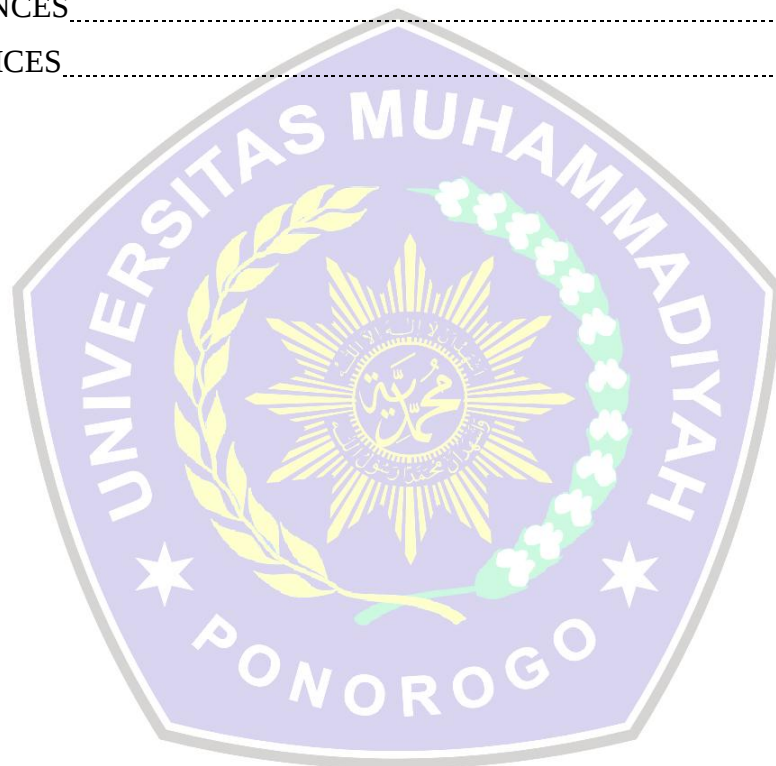
**This thesis is proudly dedicated to:**

1. **My beloved parents, My Father (Parji) and My Mother (Sutinem)**, for their endless love, sincere prayers, unwavering support, sacrifices, patience, and encouragement throughout every step of my educational journey. Thank you for always believing in me and inspiring me to pursue my dreams. This achievement would not have been possible without your unconditional love.
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6. **Finally, to myself**, for staying resilient, believing in the process, overcoming every challenge, and never giving up despite all the obstacles. This thesis is proof that every effort, patience, and prayer eventually lead to meaningful achievements.

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