

ABSTRAK

Holong Marbun, Saputra Marisi (2026). *Pengembangan Model Problem Games Tournament (ProGaT) Dalam Meningkatkan Pemahaman Konsep Dan Penalaran Bahasa Inggris Siswa Berbantuan Wordwall*. Tesis, Program Studi S2 Teknologi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

Penelitian ini bertujuan untuk mengembangkan model pembelajaran Problem Games Tournament (ProGaT) berbantuan Wordwall yang valid, praktis, dan efektif dalam meningkatkan pemahaman konsep dan penalaran bahasa Inggris siswa kelas VIII Sekolah Menengah Pertama pada materi *descriptive text*. Pengembangan model ini dilatarbelakangi oleh rendahnya kemampuan pemahaman konsep dan penalaran bahasa siswa, yang ditunjukkan melalui kesulitan memahami struktur dan kaidah kebahasaan teks deskriptif, rendahnya hasil belajar, dominannya penggunaan metode ceramah, serta masih terbatasnya pemanfaatan media pembelajaran digital yang interaktif. Penelitian ini merupakan penelitian dan pengembangan (*Research and Development*) dengan menggunakan model pengembangan Dick and Carey yang meliputi analisis kebutuhan, analisis pembelajaran, analisis karakteristik peserta didik, perumusan tujuan pembelajaran, pengembangan instrumen penilaian, pengembangan strategi pembelajaran, pengembangan bahan ajar, evaluasi formatif, dan revisi produk. Penelitian dilaksanakan di SMP Negeri 6 Singaraja dengan subjek penelitian yang terdiri atas ahli isi/materi, ahli desain/model pembelajaran, guru Bahasa Inggris, serta 32 siswa kelas VIII. Teknik pengumpulan data menggunakan lembar validasi ahli, angket kepraktisan, observasi, serta tes pre-test dan post-test. Data dianalisis secara deskriptif kualitatif dan kuantitatif untuk menilai validitas, kepraktisan, dan efektivitas model yang dikembangkan. Hasil penelitian menunjukkan bahwa model ProGaT berbantuan Wordwall memenuhi kriteria valid berdasarkan penilaian para ahli, praktis berdasarkan hasil uji coba kepada siswa, serta efektif meningkatkan kemampuan pemahaman konsep dan penalaran bahasa Inggris siswa. Pada implementasi skala luas, rata-rata skor pemahaman konsep meningkat dari 57,42 menjadi 83,98 dengan nilai standar Deviasi sebesar 6,14, sedangkan rata-rata skor penalaran bahasa meningkat dari 45,07 menjadi 81,44 dengan nilai standar Deviasi sebesar 4,75. Temuan ini menunjukkan bahwa model ProGaT berbantuan Wordwall mampu menciptakan pembelajaran yang lebih interaktif, kolaboratif, kompetitif, dan bermakna sehingga layak digunakan sebagai model pembelajaran inovatif untuk meningkatkan pemahaman konsep dan penalaran bahasa Inggris siswa SMP.

Kata kunci: Problem Games Tournament (ProGaT), Wordwall, Pemahaman Konsep, Penalaran Bahasa Inggris, *Descriptive Text*, Sekolah Menengah Pertama.

ABSTRACT

Holong Marbun, Saputra Marisi. (2026). *Development of the Problem Games Tournament (ProGaT) Model Assisted by Wordwall to Improve Students' Conceptual Understanding and English Language Reasoning*. Thesis, Educational Technology Master's Program, Post-Graduate Program, Universitas Pendidikan Ganesha.

This study aimed to develop a Problem Games Tournament (ProGaT) Model Assisted by Wordwall that is valid, practical, and effective in improving the conceptual understanding and English language reasoning of eighth-grade junior high school students in learning descriptive texts. The development of this model was motivated by students' low levels of conceptual understanding and language reasoning, as reflected in their difficulties in comprehending the structure and linguistic features of descriptive texts, low learning achievement, the predominance of teacher-centered instructional approaches, and the limited use of interactive digital learning media. This study employed a Research and Development (R&D) approach using the Dick and Carey instructional design model, which consists of needs analysis, instructional analysis, learner and context analysis, formulation of instructional objectives, development of assessment instruments, design of instructional strategies, development of instructional materials, formative evaluation, and product revision. The study was conducted at SMP Negeri 6 Singaraja, Indonesia, involving subject matter experts, instructional design experts, English teachers, and 32 eighth-grade students. Data were collected through expert validation sheets, practicality questionnaires, classroom observations, and pre-test and post-test assessments. The collected data were analyzed using descriptive qualitative and quantitative techniques to evaluate the validity, practicality, and effectiveness of the developed learning model. The findings indicate that the Wordwall-assisted ProGaT model met the criteria of validity based on expert evaluations, demonstrated a high level of practicality based on student implementation trials, and proved effective in enhancing students' conceptual understanding and English language reasoning. During the large-scale implementation, the mean score for conceptual understanding increased from 57.42 to 83.98 (SD = 6.14), while the mean score for English language reasoning improved from 45.07 to 81.44 (SD = 4.75). These findings suggest that the Wordwall-assisted ProGaT model fosters a more interactive, collaborative, competitive, and meaningful learning environment, making it a feasible and innovative instructional model for improving junior high school students' conceptual understanding and English language reasoning.

Keywords: Problem Games Tournament (ProGaT), Wordwall, Conceptual Understanding, English Language Reasoning, Descriptive Text, Junior High School.