

**THE IMPLEMENTATION OF TWENTY-QUESTION GAME
AS A TEACHING TECHNIQUE TO IMPROVE STUDENTS'
ABILITY IN WRITING DESCRIPTIVE TEXTS**
(A Classroom Action Research at the Eight Grade Students of
MTs Subulul Ikhsan Kersana Brebes in the Academic Year of 2010/2011)

A Final Project

**Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Language Education**



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A FINAL PROJECT STATEMENT

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

Semarang, December 3rd 2010

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MOTTO



“ . . . Ask the people of knowledge, if you do not know.” (QS. An-Nahl: 43)¹

**“Embarrassed to ask will result
in getting lost”**

¹ Zafrullah Khan, *The Quran*, (Curzon press: London,1981). P.241

DEDICATION

This final project is dedicated to:

- *My beloved father and mother who always support emotionally and materially with prayer, love, and patience.*
- *My little brother and all my beloved family who give support, advice, and prayer.*
- *My beloved friends in boarding house who always support and motivate me.*
- *All of language learners on English Language Department especially TB9 06B*

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Peace and salutation are always sent to the Prophet Muhammad SAW who has brought us from the Jahilliyah era to the Islamic era.

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Hopefully, Allah SWT always blesses them all and writes their kindness as worship. Amin.

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ABSTRACT

Sofiyatin (Student's Number: 63411036). The Implementation of Twenty-Question Game as A Teaching Technique to Improve Students' Ability in Writing Descriptive Texts (A Classroom Action Research at the Eighth Grade Students of MTs Subulul Ikhsan Kersana Brebes in the Academic Year of 2010/2011). Final project. Semarang: Bachelor program of English Language Education of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies, 2010. Key words: Twenty-question, Descriptive text, Classroom action research.

This study is based on the importance of writing, where mastering the ability to write effectively is seen as a key objective for learners. Like most skills, writing requires work and practice to improve. It is a skill that anyone can learn, but excelling at writing takes time and patience. So the teachers should attach importance to the students writing in English teaching and it is very necessary to give guidance on the students' writing. This study is focused on using twenty question game and step by step guidance to improve the students' ability in writing descriptive text. The objectives of the study are: (1) To describe the implementation of twenty-question game in improving students' ability in writing descriptive texts. (2) To identify the improvement of students' ability in writing descriptive text using twenty-question game. It is expected that this study would be useful for English teachers and their students in the language learning process.

This study is Classroom Action Research (CAR) in which the researcher and the collaborative teacher designed the lesson plan, implemented, observed and reflected the action together. The subject of this study is the 8th grade students of MTs Subulul Ikhsan Kersana Brebes in The Academic Year of 2010/2011. The researcher conducted the research in three cycles in which each cycles consisted of four steps: planning, implementing, observing and reflecting. The instruments used to collect data are test and observation. To analyze quantitative data the researcher applies a descriptive quantitative, it is to present the result of study in the form of descriptive explanation. Statistic analysis is used to analyze the data about the improvement of students' ability in writing descriptive text.

Result of the study shows that the technique of involving twenty-question game and step by step guidance on the writing process improves the students' ability in writing descriptive text. The average of the students' writing from pre-cycle, cycle one, cycle two and cycle three proves the conclusion. The result of the students' writing score is 44,5 in the pre-cycle, 55,6 in cycle one, 63,9 in cycle two and 70,4 in cycle three.

The findings reveal that the study of improving the students' ability in writing descriptive text using twenty-question game is successful. Therefore, it is recommended that (1) English teachers apply and modify this technique if their students have poor ability concerning grammatical accuracy as well as instruct their students to make small groups, practice the game and develop the topic of the game into a descriptive text; and (2) Future researcher vary the game with set of picture to increase its effectiveness.

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