

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the analysis in the previous chapter, the researcher concluded that:

1. Twenty-question game is used as a teaching technique in teaching and learning process to improve students' ability in writing descriptive text. The implementation of twenty-question game in improving students' ability in writing descriptive text are started when the researcher explained to the students about the purpose, the rhetorical structure and the grammatical patterns of descriptive text. The researcher then introduced twenty-question game to the students and presented the way, rules, and required skills to play the game. The next step is playing the game (the object was according to the topic). After the object was guessed, the researcher conveyed various sentence types used to describe the object. Researcher then gave text models of descriptive text to be analyzed (the text was arranged from the answers when they play twenty question game). Finally, the researcher gave students exercise to play the game in pairs or in group and write a descriptive text about the object guessed.
2. Twenty-question game can improve students' ability in writing descriptive text since it is interesting and motivating. It motivates students to discuss in group when they are assigned to play the game, they can share their ideas in order to produce a good writing. It also motivates the passive students to be more active during the lesson. This relates with students ability to pay attention during the lesson, to understand the material and to speak up their mind in order to brave to express their mind or to ask question. Besides interesting and motivating, twenty-question game is also built the students' skill to use descriptive questions, to apply transformation skill, to add their own details and to have writing process

guidance in such fun way so they were more absorbed in the writing process so that their writing ability improved.

B. Suggestions

This research has found out the implementation of twenty-question game and the improvement of students' ability in writing descriptive text at MTs Subulul Ikhsan Kersana Brebes.

Based on the result of this research which positively indicates that there is positive effect of the implementing twenty-question game as a teaching technique in learning writing (descriptive text), there are several important things that can be suggested in the last report of the paper and it is hopefully can be useful for the reader, especially:

1. For the teacher
 - a. Writing mostly known as difficult subject. English teacher should be able to develop their technique to teach the students in order to make them interest in learning the subject. The use of game in teaching and learning process is interesting media because it can attract students' interest and motivation in teaching and learning process.
 - b. Twenty-question game is a simple game that can be used in learning language. This game is used by the researcher as a technique to teach writing descriptive text. The researcher suggest for English teacher to use this game in language classroom to teach writing or other skills in other genres.
2. For the students
 - a. Writing is important subject to be learnt. But, most of students have difficulties in producing written text. Therefore, students have to be serious and pay attention to the teacher's explanation in teaching and learning process.
 - b. To improve writing ability, students have to develop their knowledge and do many exercises in order to get a better achievement in producing written text.

C. Closure

Thus, this thesis is served to the readers. The researcher realizes that thus thesis is still less perfect, so that, in order to make it perfect, any suggestions and criticisms are hoped. As a result, this research is hoped to be useful for the researcher and for the readers in general.