



**THE COMPARATIVE STUDY BETWEEN NUMBERED HEAD
TOGETHER AND SILENT CARD SHUFFLE TECHNIQUES TO TEACH
ENGLISH PHRASES ARRANGEMENT**

**(A Quasi-Experimental Study of the Second Semester of Eleventh Graders
of SMA 3 Brebes in the Academic Year of 2015/2016)**

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2016

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This final project entitled *The Comparative Study Between Numbered Head Together And Silent Card Shuffle Techniques To Teach English Phrases Arrangement* has been approved by board of examiners and officially verified by the dean of English Department of Faculty of Languages and Arts of Semarang State University on 2nd of September 2016

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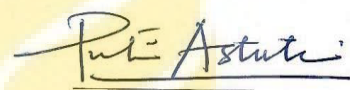
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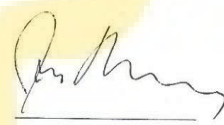
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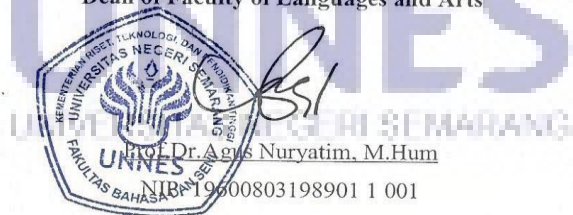
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MOTTO AND DEDICATION

La tahzan

“Dont be sad, Allah is with us”

Karena tidak ada yang dapat merubah takdir, kecuali doa



Dedicated to:

Allah SWT

My beloved parents

My lovely siblings

My best friends

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ABSTRACT

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Key words: Numbered Head Together, Silent Card Shuffle, Writing, English Phrases.

English phrases are very important in English language learning because phrases are almost included in every elements of English. Moreover, in teaching English phrses, the teacher should use the appropriate technique. In this research, Numbered Head Together and Silent Card Shuffle were used to find the effect of this techniques in teaching English phrases.

The objective of this study is to find out the effectiveness of Numbered Head Together and Silent Card Shuffle to teach English phrases arrangement. Another purpose of this study was to investigate the significant difference of students achievement between the students who were taught by using Numbered Head Together and those who were taught by Silent Card Shuffle.

The writer conducted experimental research. The research design was a quasi-experimental research. The writer used stratified random sampling to determine the sample. The sample consisted of 60 students. The data were obtained by conducting try out of XI MIA 3 as experimental group and XI MIA 4 as control group. The study was started by giving pre-test, treatments, and post-test for both groups. Numbered head together was used as treatment in the experimental group while Silent Card Shuffle was used as treatment in control group. The result of the test were analyzed by using t-test formula to find out the significant difference of the students achievement in English phrases arrangement between two groups.

The result of this study showed that the mean score of pre-test in the experimental group was 53,33 while in the control group was 51,67. However the mean score of post-test was increased. The mean score of experimental group was 83,50 while the mean score of control group was 78,50. Moreover, the result of t-test was 1,67 and t_{value} was 2,125. Since t_{value} was higher than t_{table} , there was significant difference of achievement between experimental and control group.

In conclusion, according to the post-test result in the experimental group and t-test calculation, it could be proven that Numbered Head Together was more effective than Silent Card Shuffle in teaching English phrases arrangement. Therefore, the writer suggested English teacher to use this technique to teach English phrases arrangement.

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CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, the reasons for choosing the topic, the research questions, the hypotheses, the purposes of the study, the significance of the study, and the outline of the research.

1.1 BACKGROUND OF THE STUDY

English is one of international languages in the world. Many countries, cities, and regions in the world use English language as their medium to communicate with other people. In Indonesia, English language is treated as a foreign language. Therefore, Indonesian people rarely use English in their daily lives rather than use bahasa or local languages. English also assumed as difficult lesson for the students especially those who are not interested in language. Based on these reasons, students have several difficulties during their learning process to study English. In our education, English is not a compulsory subject of element school. It depends on the policy of the school. Some schools give English in early grade like in first grade, but some others give English lesson in third or fourth grade of elementary school.

There are four skills in English. There are listening, speaking, writing, and reading. Writing is treated as the most difficult aspect in English since there are many rules that must be followed. In writing, people can express their feeling, thought, opinion, and idea in the form of sentences. By writing a correct sentences, we can measure wheather students or people are able to write or

not. A good writing should be organized cohesively and coherently. In this case, the writer focuses on writing phrases by using two of Cooperative Learning techniques. English phrases are almost included in the all elements of English writing. Phrase is one of small units in a sentence. Sentence is the largest unit of language. In a sentence, there are clauses, phrases, and words. Many students in senior high school in Brebes hadn't know what was a phrase. They didn't know how to arrange and even the structure of English phrases.

There are two techniques that would be used in this research, they are Numbered Head Together technique and Silent Card Shuffle technique. Numbered Head Together is one of Cooperative Learning Technique that is very active technique. Whenever the teacher call the number of the students to answer the questions, the atmosphere become very noisy but still interactive. Each of the students are tried to answer those questions so that they group can get score. While Silent Card Shuffle is categorized as silent technique since in implementing this technique, the students just do it silently. By looking the strongly difference from both techniques, the writer was curious about the result if the writer compare both techniques.

Kagan (1995) stated Cooperative Learning is an extremely successful teaching technique in which small teams of students work together towards a learning goal. They may also be working with partners or the whole class. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and

complete it. Kagan stated that cooperative structure is a way of easily increasing the amount of time your pupils spend 'on task'. Along with this come all the benefits of facilitating the learning of a class where pupils are all actively and simultaneously engaged in learning. Structures minimize the opportunity for pupils to become distracted, disruptive and then disaffected by giving them the skills to work with others and to learn independently. Structures teach pupils social skills, interaction with other pupils, turn taking, listening to the views of others and sharing information.

According to (Slavin:1996:6) Cooperative Learning methods are structured, systematic instructional strategies capable of being used of any grade level and in all school subjects. All of the methods involved having the teacher assign the students from four to six members learning group composed of high, average, and low-achieving students. If they are to be successful, students must become lifelong learners. If they get 100% on the tests, but hate the subject and do not leave the class to learn more, we have failed them! The class building, teambuilding, and energizers create a positive class climate conducive to that fundamental goal: creating a love of learning.

Kagan (2009) stated that learning model is part of a structural model of Cooperative Learning which emphasizes the special structure that are designed to influence the pattern of student interaction. Kagan's structures want the students to work with each other to rely on small groups cooperatively. The steps on learning model Numbered Head Together teacher divides the class into small groups. Each

person in the group is numbered. Once the group is formed teacher ask some questions to be answer by each group. After that, given the opportunity for each group to find the response. The next step is that the teacher calls on students who gave the same number of each group. They are given the opportunity to provide answers to the questions that have been received from the teacher. The work is ongoing until all students with the same number of each group gets a turn to exposes answer has been received from the teacher.

Frangenheim (2005:51) stated that Silent Card Shuffle is a technique that has several actions such as sequencing, matching, positioning, and classification about something by using pictures or photos than imagine that in a good paragraph. He states that Silent Card Shuffle is a technique that challenge students, duplicate certain cards and insist that all cards be used in the sequence, or in the classifications (note that the same card may not appear twice in the same classification). It means that Silent Card Shuffle help student making a sequence, classification and match pictures or photos in cards form and then student should think about the card and write something about picture in a paragraph so this technique can be used in teaching writing.

By that two techniques, we would compere which technique works better than the other. Cooperative Learning techniques are used to make the teacher easy in delivering the material. Hopefully, student can receive the material with funny way and make them more comfortable to accept the material so that they can deliver the good response or ideas in written form. We could find out whether someone is able to convey their ideas or not based on the arrangement of the

sentences. A good sentences should be organized cohesively and coherently. An example of writing practice is writing phrases. There are five examples of English phrases. There are verb phrase, adjective phrase, noun phrase, adverb phrase, and prepositional phrase.

According Jane Straus (2011) a phrase is a group of words without a subject-verb component, used as a single part of speech. Examples; 1) Best friend (*this phrase acts as a noun*), 2) Needing help (*this phrase acts as an adjective; see Adjectives and Adverbs*), 3) With the blue shirt (*this prepositional phrase acts as an adjective; see Prepositions*), 4) For twenty days (*this prepositional phrase acts as an adverb*). Hopefully by giving this simple alternative techniques would improve students ability in English phrases arrangement.

The writer chooses eleventh grader students as a sample since in the syllabus, it is stated that the eleventh grader of Senior High School students are discussing about narrative, descriptive, recount and the other functional text. While discussing that functional text, the implementing of English phrases is needed. If the writer choose ten grader or twelve grader of Senior High School, it would not be possible. Since in ten grader, the functional text given is less of English phrases. While in twelve grader, they have to focus on the National Examination. That is why the writer take eleventh grader as the correct sample to be used.

1.2 REASONS FOR CHOOSING THE TOPIC

Kagan (2009) stated that Cooperative Learning itself is an approach that is a student-centered, instructor-facilitated instructional technique in which a small group of students is responsible for its own learning and the learning of all group members. Cooperative Learning technique is still assumed new in our curriculum system. The readiness for both teacher and student must be prepared well. In Cooperative Learning, students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal. There are several reasons why the writer chooses the topic:

1. The writer was curious whether group discussion technique can teach students in English phrases arrangement
2. The writer hope to make them active and fun in receiving the material so that they could express their minds, arguments, or other expressions related to their teacher's or friend's statements or explanations
3. The senior high school students must have been accomplished enough degree of the mastery of grammatical systems and vocabularies which would become their basic knowledge in applying the individual work and group discussion so they can bring learning process become interactive
4. The writer would like to provide information and help to the English teachers who are interested in using group discussion technique as the technique which might be useful in teaching writing in Senior High School.

1.3 RESEARCH PROBLEMS

How effective is Numbered Heads Together technique compared to Silent Card Shuffle technique to teach English phrases? This main problem would be widely explained into three problems. There are :

1. How effective was Numbered Head Together technique to teach English phrases?
2. How effective was Silent Card Shuffle technique to teach English phrases?
3. How was the difference of effectiveness between Numbered Head Together and Silent Card Shuffle to teach English phrases?

1.4 PURPOSES OF THE STUDY

The purposes of this research are:

1. To investigate the effectiveness of Numbered Head Together to teach English phrases arrangement
2. To investigate the effectiveness of Silent Card Shuffle to teach English phrases arrangement
3. To investigate the difference of effectiveness between Numbered Head Together and Silent Card Shuffle to teach English phrases arrangement

1.5 SIGNIFICANCE OF THE STUDY

There are three kinds of significance of this research; they are theoretically, practically, and pedagogically. The significances are as follow:

Theoretically, by using two techniques in the same time, we can compare which technique can work better.

Practically, it gives advantages for both the teachers and the students. For the teachers, by using Cooperative Learning it can easier their work in delivering teaching learning material. While for the students, by accepting many techniques, it can make them more exciting in accepting the material. The writer hopes the result of this research would be useful for as follows;

1. The teacher can use the method of learning phrases by using Numbered Heads Together and Silent Card Shuffle in teaching learning as one of the methods in improving the students in arranging English phrases.
2. The students can improve their knowledge in using English phrases in their writing. Besides, the using of Cooperative Learning techniques make students more interesting in receiving the material.
3. The writer and the next researcher know the difference in using Numbered Heads Together and Silent Card Shuffle in teaching English phrases. For the next researcher these Cooperative Learning techniques can be used as two of the methods in teaching phrases and for the further information about Cooperative Learning.
4. The school can get information and contribution in improving teaching and learning process

Pedagogically the result of the research would give us knowledge and experiment that Numbered Heads Together and Silent Card Shuffle can be implemented in the classroom to overcome the students' problems in English phrases arrangement.

1.6 OUTLINE OF THE RESEARCH REPORT

This study consist of five chapters. Each chapter is explained as follows:

Chapter I presents the introduction of the study. It consist of the background of the study, the reasons for choosing the topic, the research question, the hyphoteheses, the purposes of the study, the significance of this study, and the outline of the research.

Chapter II discusses review of related literature. It consists of three sub chapters namely review of the previous study, review of the theoretical study which describes general concept of writing, process of writing phrases, Cooperative Learning technique, Numbered Head Together, Silent Card Shuffle, and the last summary of research methodology.

Chapter III is about research methodologies. It tells about the research designed, the main sources of data, the subject of the research, the experimental design, variable, the instrumen of data collection, construction of the test, tryout, condition of the test, item analysis, the pre-test, the treatment, the post-test, and method of collecting the data.

Chapter IV explains about the research findings and analysis. It explains about the results of try-out analysis, the pre-test results, the post-test result, and discusses the treatment for both the experimental group and the control group.

Chapter V describes about the conclusion of this final project and the suggestions from the writer to the next researcher related to the same topic.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about review of related literature. It consists of three sub chapters namely review of the previous study, review of the theoretical study which describes general concept of writing, process of writing phrases, Cooperative Learning technique, Numbered Head Together, Silent Card Shuffle, and the last summary of research methodology.

2.1 Review of the Previous Study

There are some previous studies related to the implementation of Cooperative Learning techniques, Numbered Heads Together and Silent Card Shuffle for English teaching learning process and also other subject. The description of the previous research findings are as the following:

The study conducted by Munawaroh (2015) showed that the researcher tried to compare whether using two techniques that are Numbered Head Together and STAD, which both of them was more effective. The population of this research was 66 students. The data were collected by using observation, interviews and tests. This research applied T-test for data analysis. The results showed that there was significantly difference on learning achievement of the eighth grade social studies at SMP Negeri 5 Jombang who were taught by using the Cooperative Learning model of Numbered Head Together and STAD.

The study conducted by Heny Safitri, Riny Dwitya Sani, M.Khari Ikhsan. (2014) the researcher took cluster sampling in which this study was using two

classes. Then the researcher used flipping coin to determine experiment class and control class. VIII E as experiment class and VIII D as control class. The researcher gave pre-test and then followed with giving treatment and last the students were given post-test to measure their average score. The result of this study was that Silent Card Shuffle technique gave significance effect towards students writing skill. It was proven by the score in experiment class was higher than control class.

The research conducted by Pulung Dhian Wijanarko (2014) it was stated that based on preliminary observations in fifth grade SDN 01 Wates, problems were found in Civic Educational studies. In learning process, the approach that the teacher used was teacher centered approach. The students were less involved in the discussion. Based on this preliminary data, action research was conducted using visual media. The study consisted of three cycles. Each cycle consisted of one meeting. Each meeting consisted of four stages: planning, implementation, observation, and reflection. Data collection techniques were observation, documentation studies, and tests. The result showed that the quality of Civic Educational studies increased. Teacher's skills were increased in every meeting with the total score is 22, 28, and 32. Student's activity increased with the average score is 18,8; 23,1; 26,3. Students learning outcomes increased in a row of 33,3%; 51,4%; 88,2%. The conclusion of the study was improved the quality of Civic Educational studies for fifth grade elementary school.

The research done by Rini Haiyanti (2012) shows that the aims of the research was to determine the ability of understanding the concepts of learner

type. She used Cooperative Learning model Numbered Heads Together to achieve completeness and thoroughness ability to determine to percentage of students understanding the concepts of Cooperative Learning. The method used was a sampling technique using random cluster sampling technique. The result of this research was Cooperative Learning model of Numbered Head Together classes was more effective than expository learning model in the ability of understanding the concept of the learner.

The research done by Dera Dwi Herawati, Dwi Wahyuni, and Jekti Prihatin (2014) showed that Cooperative Learning model of was a model which put the team in the cooperation among one of the another for studying a topic in the classroom. The purpose of this research was to enhance student's motivation and achievement using the Cooperative Learning model of with comic on sub biology topics Environmental in class VII C SMP Negeri 1 Semboro Jember. The research was Classroom Action Research. The result of this research, there was an improving motivation from pre cycle to cycle 2. The result showed that the increasing motivation was 16,60% which consist of attention aspects was 5,71(17.85%), relevance aspects was 4,14 (17,00%), confidence aspects was 4,65(16,61%), satisfaction aspects was 4,79 (14,97%) and cognitive learning achievement of students increased 62,18%, and affective learning achievement of students increased 16,22%.

The researcher conducted by Anis Fihayati (2014) showed that the aim of this study was improving the teaching and learning process of reading by using Silent Card Shuffle technique for the seventh grade students at SMPN 15

Yogyakarta in the Academic Year of 2014/2015. This research was action research which consisted of two cycles with three meetings in each cycle. The subjects of this research were the researcher, the collaborators, and the students of class VII J which consisted of 33 students. The data collection techniques were observations, interviews, and tests. The data were in the form of qualitative data and quantitative data. The results of the research showed that the use of the Silent Card Shuffle in combination with applying various media and activities, such as words, pictures and games, could improve the teaching of reading. From the group work activities, the students could build their cooperation and improve their participation. The uses of cards and pictures could facilitate the students to understand the texts easily. Furthermore, the improvement on the students' mean scores showed that the improvement of the teaching of reading gave impacts to the students' achievement. From the data above, it can be concluded that the use of the Silent Card Shuffle can improve the teaching of reading.

The research conducted by Luthfiatul Khusna who study in Sunan Kalijaga Islamic State University. This research has been done by using Numbered Heads Together and Think Pair Share towards chemical learning result. The sample of this technique used the static group, pre-test, post-test design. This research used cluster random sampling. The result of this study was there was significance progress after using Numbered Heads Together and Think Pair Share

The conducted by Anisah Nur'aini (2013) showed that the purpose of this study was to improve mathematics concept understanding for students of class VII A SMP Al-Ershad Al Islamiyya Surakarta through Scientific approach with

Numbered Head Together technique. This research approach was qualitative research study design. Research subjects in this study were all of VII classes of SMP Al-Ershad Al-Islamiyya Surakarta which consisted of 32 students. The technique of collecting data through observation, field notes, documentation and test. It can be concluded that the use of Scientific approach with Numbered Head Together technique in learning Mathematics can improve the understanding of Mathematical concepts.

The research conducted by Indah Kusuma Rahmawati (2014) explained that the objective of this study was to reveal the effectiveness of using *Numbered Heads Together* technique in teaching speaking analytical exposition text in SMA Muhammadiyah 1 Bangsri. The objectives of this study were to find out the significance difference in the students' mastery of spoken analytical exposition texts between those who were taught using *Numbered Heads Together* technique and those who were taught using conventional technique, and to explain how the students' responses to *Numbered Heads Together* in the teaching of analytical exposition texts. This study was designed as a true- experimental research. The analysis of the data started from try-out, pre-test, first and second treatment, and post-test. The results of pre-test and post-test of both control and experimental groups clearly showed the significant difference by the implication of using *Numbered Heads Together* technique. It was also supported by the result from the experimental group, was 26.44 and 14.40 for the control group. The result of the post-test from the experimental group was 73.57 which was higher than control group that was 62.60. Further, the t-test result of the difference of

two means revealed that obtained value (4.103) was higher than t_{table} (2.02) with the degree of freedom 41 at the alpha of significant level 5% (0.05). Based on the data analysis, the writer concluded that using *Numbered Heads Together* for teaching spoken analytical exposition texts was effective. By working in group and leadership, students understood the material better, they tried to speak well in giving their group oral presentation and the correction was given directly by their friends. The technique made a good upgrading in their speaking skill more than without using Numbered Head Together in teaching and learning process.

The last research done by Joko Susanto (2012) explained that teaching learning process in SDN Rejosari 03 Semarang in using one way technique, the student were not active and the average score was only 6,1. The reason was because the teacher used to be the centre of the class and the lack of the beyond school activities. The problem in this research were: how were the characteristics of teaching learning material study based beyond school with, were the developed material study valid, effective, and practical. The purpose of this research were to produce teaching learning material lesson study based on beyond school, and to know the developed teaching learning material lesson study validity, effectiveness and practicality. This research was a kind of development research. The students of fifth grade of SDN Rejosari 03 Semarang 2010/2011 were the subject of this research. The instruments used in this research were validation sheet, observation sheet and questionnaires. The technique of data analysis was percentage descriptive and raising test using N-gain. The development material lesson studies were syllabus, lesson plan, teaching material lesson study, student

work sheet, and evaluation. The validation result of the expert showed the material lesson study were valid, the score average was 4,24 and maximum score was 5. The students increasing activity in the medium category was 0,58 in the application and raised the study result in the medium category. IPA teaching learning process based on Numbered Head Together was effectively proved. The implementation was teachers need to pay attention more to the student's activeness in arranging the report

Based on the above reviews, it can be stated that a lot research on teaching writing using Cooperative Learning have been conducted. The implementation of Cooperative Learning has proved as an effective way to attract the students' wouldingness in writing. However, the study on "*The Comparative Study Between Numbered Head Together and Silent Card Shuffle to Teach English Phrase Arrangement (Quasi-Experimental Study at SMA 3 Brebes)*" has not been conducted yet. Therefore, there is still a possibility for the researcher to propose this study.

2.2. Review of Theoretical Study

Theoretical study consists of some theories which support this study. The writer take some theories which support the topic from some sources, those are:

2.2.1 General Concept of Writing

Writing is known as one of the four skills which should be mastered in learning language. Boardman and Frydenberg (2002:11) stated that "writing is a continuous process of thinking and organizing, rethinking, and reorganizing.

While according to Brown (2001:344) writing sometimes uses as a production mode for learning, reinforcing, or testing grammatical concept. Thus, the researcher conclude that writing is a process to create a meaningful text which is written on a paper so that it has particular meaning to deliver to the readers.

Peter Elbow (1973:14-16) express his concept eloquently in his essay two decades ago

The common sense, conventional understanding of writing is as follows. Writing is two-step process. First you figure out your meaning, then you put it into language: figure out what you want to say, dont start writing till you do, make a plan, use an outline, begin writing only afterward. Central to this model is the idea of keeping control, keeping things in hand. Dont let things wander into a mess.

From the explanation above, it can be conclude that writing needs several step to be done.

2.2.2 Process of Writing Phrases

According to (Robin L. Simon:1997) phrase is two or more words that do not certain the subject-verb pair necessary to form a clause. Phrase can be very short or quite long. Based on Daniel Kies in Modern English Book, a phrase is a group of two or more words that does not have the subject and verb combination and does not form a predicate. It can contain a noun or a verb, but does not have a subject or predicate. Essentially, a phrase provides some sort of additional information or provides more context to the sentences you write. A phrase can never stand alone as a sentence; however, a phrase can nestle itself inside clauses that are either complete sentences on their own or ones that are dependent on the

rest of the sentence. When a phrase is within a clause, it functions as a part of speech. There are several kinds of phrase:

2.2.2.1 Noun Phrase (NP)

Many scientists have defined what actually noun phrase is. There are several definition of noun phrase.

(Gerot and Wigel,1994:141) noun phrase is a group of words which has a noun as its head word and includes all addition information related to that noun.

(Homby,1995:787) noun phrase is a phrase whose function in sentence is equivalent to that of noun and which usually contains a noun or pronoun as its main part

(Amey,1992:787) noun phrase or noun group is a word or groups of words which can be the subject, object or complement of a clause or the object of a preposition.

From the definition above, the writer conclude that noun phrase is group of words which has a noun as a main part.

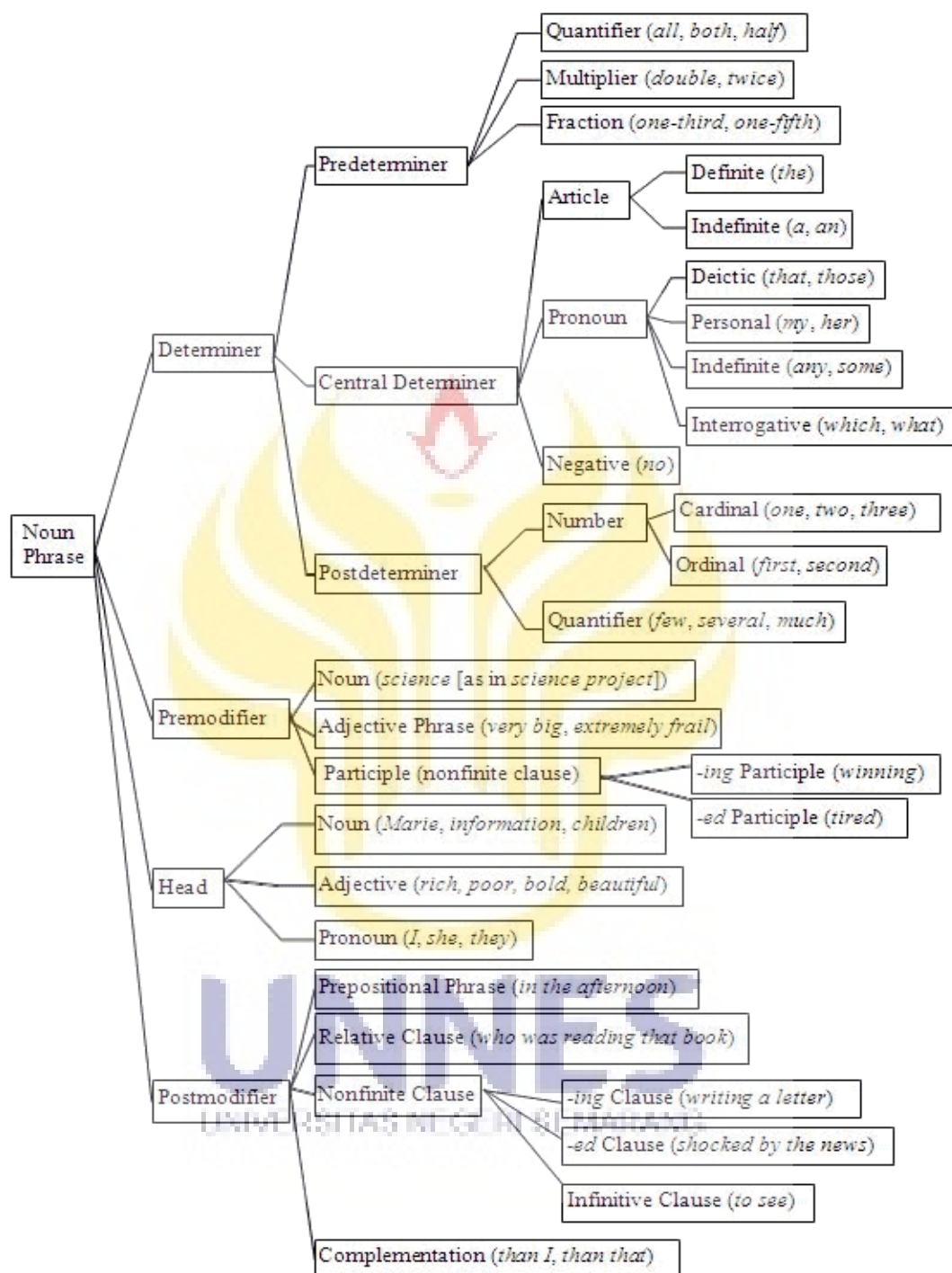


Figure 2.1 The subclassification of Noun Phrase

(<http://papyr.com/hypertextbooks/grammar/phphrase.htm>)

There are several definitions of the function of noun phrase. According to Leech's theory (1982:60) phrase can be classified by the way they composed of head and modifier, premodifier tend to structure of the phrase is made up of words and other constituents. The function can be seen as follows:

- a. In the clause, noun phrase acts as subjects (S), object (O), or s complement (C).

As a subject, [_{NP}^S(the book)^P(was)^C(very expensive)]

As an object, [_S(I)^P(have studied)^C(English)]

As an complement, [_S(this)^P(must be)_{NP}^C(the house)]

- b. Some kinds of noun phrase can acts as adverbials

[_S(we)^P(walked)_{NP}^A(two miles)_{NP}^A(yesterday)]

- c. Subordinate noun phrase can act as modifiers in other noun phrase

(_N^M(man)_{NP}^H(the hunter)

(_N^Mchampion _N^Hunicylist _{NP}^M(_N^HWilbur J. Beanstalk))

The structure of noun phrases are very diverse, but there are three chief elements. First, the head of a noun phrase may be: a noun _{NP}(the ^Hbook), a pronoun _{NP}(^Heveryone (in the street)), an adjective _{NP}(the ^Habsurd), an enumerator _{NP}(all ^Hfifteen) or a genitive phrase _{NP}(^H(John's))

Second, the pre-modifier of a noun phrase may be: a determiner _{NP}(^Mwhat ^Ma girl), an enumerator _{NP}(Mtwo eggs), an adjectives _{NP}(Mnew book), a noun _{NP}(a ^Mgold ring), a genitive phrase _{NP}(^M(Fred's) hat), adverb _{NP}(^Mquite a noise) or some less clear-cut categories.

The last, the post modifiers of noun phrase may be: a prepositional phrase $_{NP}$ (the best day $_{PP}^M$ (*of my life*)), a relative clause $_{NP}$ (^a a quality M [*which I dmire*]), or various other types of modifiers, including an adverb $_{NP}$ (the girl $_{AV}^M$ *upstairs*), an adjectives $_{NP}$ (something $_{Aj}^M$ *nasty* (in the woodshed)), a noun phrase in apposition $_{NP}$ (the bandicoot, $_{NP}^M$ (*a tiny marsupial*)), and other types of clause.

Because of these various kinds of modifier, it is possible for a noun phrase to reach considerable complexity. With premodification alone, such phrases as below are possible:

$_{NP}$ ($_{d}^M$ *the* $_{e}^M$ *last* $_{e}^M$ *two* $_{Aj}^M$ *Munsold* $_{Aj}^M$ *ripe* $_{Aj}^M$ *juicy* $_{N}^h$ *peaches*).

The noun phrase above has six pre-modifiers. Those are “the” (determiner), “last” (enumerator), “two” (enumerator), “unsold” (adjective), “ripe” (adjective), “juicy” (adjective).

2.2.2.2 Verb Phrase (VP)

Based on Daniel Kies on Modern English Grammar (1995) the verb phrase (VP) in English has a noticeably different structure, since the information it carries about mood, tense, modality, aspect, and voice is quite different from the information carried by a noun phrase. Leech (1982) stated that the verb phrase always acts as predicator (P) in the clause verbs as we discuss now are full verbs that is they always function as the main element of a verb phrase. They can stand on their own as a predicator, or they can follow other operator verbs: [S (Most wombats) P ($_{v}$ *bite*)], [S (One peach) P (had been $_{v}$ *eaten*)], [S (The cat) P (was $_{v}$ *purring*)], [S (I) P (must have been $_{v}$ *dreaming*)]. The verb phrase has two functional parts,

- a. the *auxiliary*, a grammatical morpheme carrying information about mood, tense, modality, and voice; and
- b. the *main verb*, a lexical morpheme carrying its lexical information and, usually, an inflection.

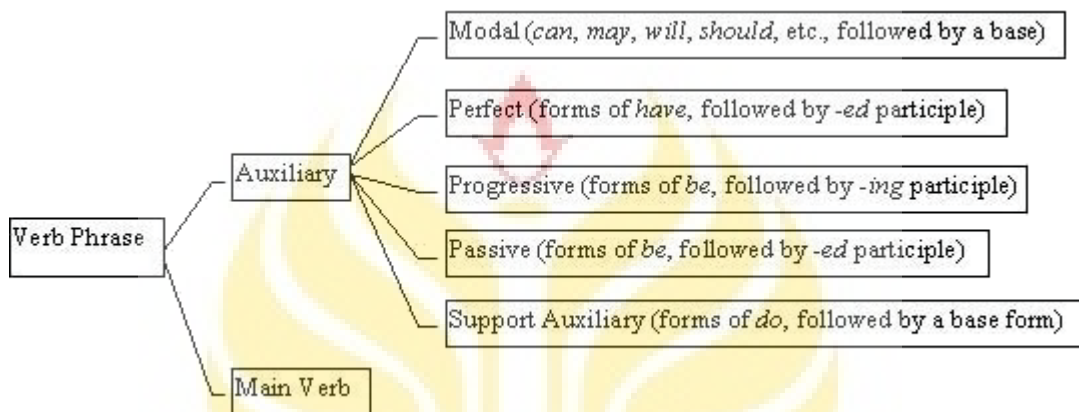


Figure 2.2 The functional parts of verb phrase

<i>Some Examples of the Verb Phrase in English</i>							
FUNCTION		Auxiliaries					Main Verb
	(a)				Do		Believe
E	(b)	Can					Go
X	(c)	May	Have				Gone
A	(d)			Is			Going
M	(e)		Has	Been			Waiting
P	(f)	Might	Have	Been			Waiting
L	(g)				were		Hired
E	(h)			Are	being		Hired
S	(i)	should		Be			Trying
FORM		Modal	Perfect	Progressive	Passive	Auxiliary Support	Main Verb

Table 2.1 The relationships between form and function of verb phrase

Alternatively, we can represent the same sentences as bracketing with functional labels: [^S(^Maunt ^Hgladys) ^P(^{Aux}has ^{Mv}seemed) ^C(^Mrather ^Hgrumpy) ^A(^Mjust ^Hrecently)]. The auxiliaries are optional, and precede the main verb. At the most general level the structure of the VP is: {Aux} {Aux} {Aux} {Mv}

2.2.2.3 Adjective Phrase (AjP)

According to Leech (1982) Adjectives phrase have a function as a complement (C) and premodifiers in Noun Phrase.

a. Adjective phrase functioning as complement

[This coffee is ^C_{AjP}(hot)]

[Adolpus drinks his coffee ^C_{AjP}(hot)]

b. Adjective phrase functioning as premodifiers in noun phrase

(^M_{da} ^M_{AjP}(very large) ^H_{NSlice} ^M_{PP}(of bread))

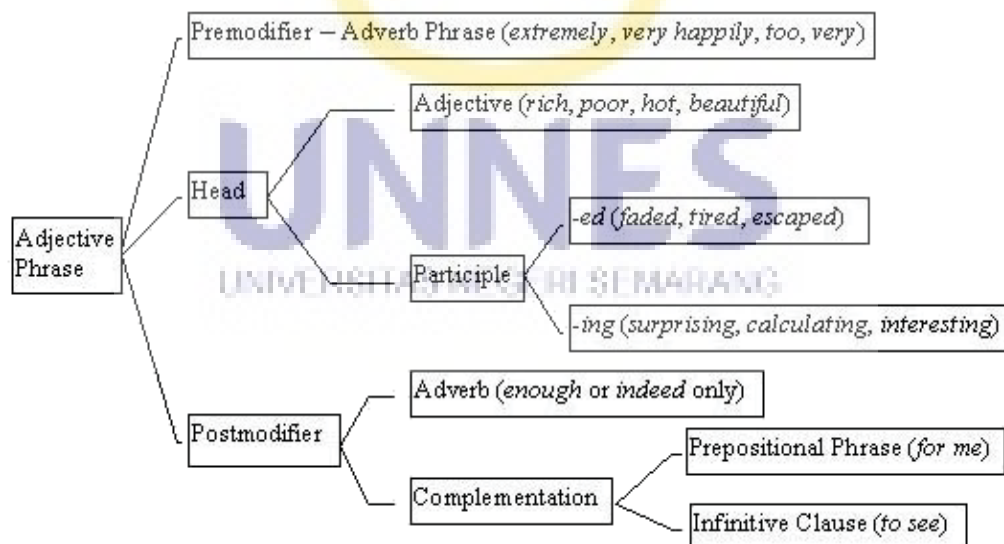


Figure 2.3 The four functional constituents in adjectives phrase

Most common adjectives are gradable. It can be simple (big), comparative (bigger), or superlative (biggest). Thus we can often tell an adjective by its ability to take *-er* and *-est* as suffixes.

The meaning of the adjective phrase typically denotes some quality or property attributed to nouns; most commonly they are used to narrow down, or specify the reference of nouns. The example can be seen as follows:

NP(the *Aj^{red}* N_{hen})

[(The N_{hen}) (*v*is) (*Aj^{red}*)]

Table 2.2 Examples of the adjective phrase in English

FUNCTION		<i>Premodifier</i>	<i>Head</i>	<i>Postmodifier</i>
	(a)		happy	
E	(b)		excited	Indeed
X	(c)	Partly	cloudy	
A	(d)		young	in spirit
M	(e)	Very	energetic	for his age
P	(f)	so extremely	sweet	
L	(g)	Too	Good	to be true
E	(h)		Hot	enough for me
S	(i)	Quite	worried	about the results of the test
	(j)	unusually	sunny	for this time of year
FORM				<i>Adverb</i>
		<i>Adverb</i>	<i>Adjective</i>	<i>Prepositional Phrase</i>
		<i>Adverb Phrase</i>		<i>Infinitive Clause</i>

Pre-modifiers are always adverbs: typically adverbs of degree (extremely, rather, too, very). Some, especially very and too can be reduplicated (very very very tall). Postmodifier can be either adverbs (indeed, enough) or PPs:

(^M_{Av}very ^H_{Aj}tall ^M_{Av}indeed)

(^M_{Av}rather ^M_{Av}too ^H_{Aj}hot ^M_{PP}(for comfort))

(^H_{Aj}nice ^M_{Av}enough)

Notice that the order of constituents in the adjective phrase, like all other phrase structures in English, is relatively fixed, helping us determine the constituent elements.

2.2.2.4 Adverb Phrase (AvP)

The adverb phrase have a function as adverbials (A) in the clause. The primary function of an adverb is as head of an adverb phrase. This implies that it can typically be preceded and/or followed by a modifier, which is frequently itself a degree adverb:

[She spoke ^A_{AvP}(^H_{Av}frankly)].

[She spoke ^A_{AvP}(^M_{Av}very ^H_{Av}frankly ^M_{Av}indeed)].

[She spoke ^A_{AvP}(^M_{Av}too ^H_{Av}frankly ^M_{PP}(for comfort))].

The structure of the adverb phrase is the head of an adverb phrase is an adverb (Av). Otherwise, the structure of adverb phrase is the same as that Adjectives phrase:

(^H_{Av}often) (^M_{Av}rather ^M_{Av}too ^H_{Av}quickly (^M_{PP}for comfort))

(^M_{Av}more ^H_{Av}quickly ^M_{PP}(than last year))

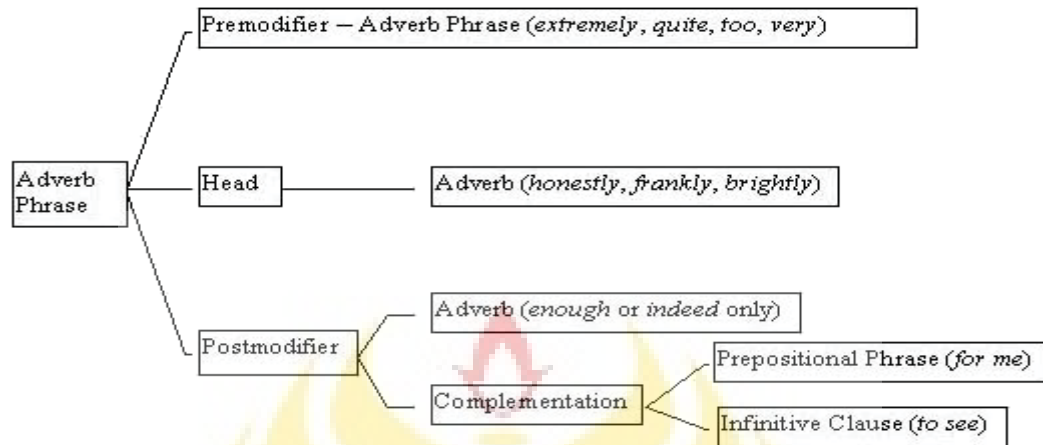


Figure 2.4 The structure of adverb phrase

Table 2.3 The example of adverb phrase

<i>Some Examples of the Adverb Phrase in English</i>				
		<i>Premodifier</i>	<i>Head</i>	<i>Postmodifier</i>
	(a)		Quietly	
E	(b)	Quite	Honestly	
X	(c)	Very	Hard	Indeed
A	(d)		However	
M	(e)	Really	Early	
P	(f)	so very	Well	Indeed
L	(g)	Too	Quickly	to see well
E	(h)		Likely	enough for us
S	(i)		Formerly	of Cincinnati
	(j)	More	Easily	than ever
FORM				<i>Adverb</i>
		<i>Adverb</i>	<i>Adverb</i>	<i>Prepositional Phrase</i>
		<i>Adverb Phrase</i>		<i>Infinitive Clause</i>

2.2.2.5 Prepositional Phrase

The last structure for us to study at the phrase rank is the prepositional phrase. Prepositional phrase acts as adverbial (A). Such as in a sentence [^A_{PP}(By Monday) (we) (had arrived) ^A_{PP}(by train) ^A_{PP}(in Omsk)]. Preposition itself introduce prepositional phrase and express relations of possession, place, time, etc. The example of prepositional phrase such as: _{PP}(_P*of the world*), _{PP}(_P*by it*), _{PP}(_P*on the coldest night of the year*)

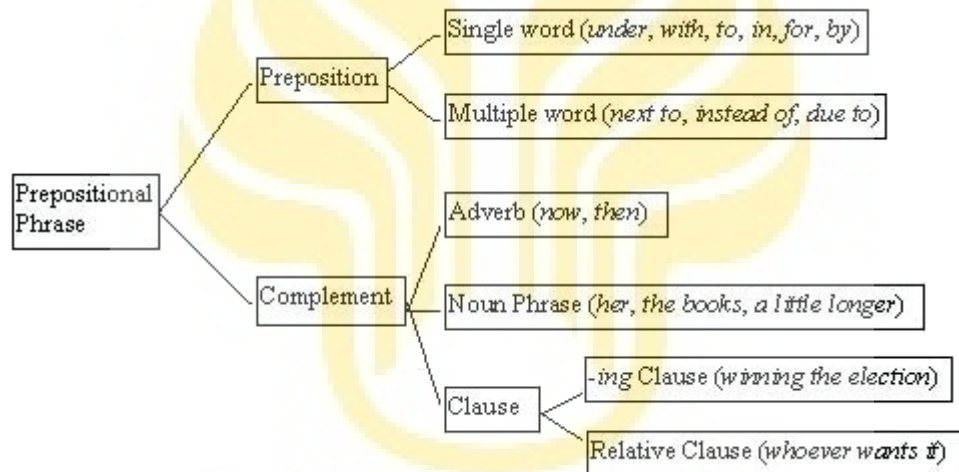


Figure 2.5 The structure of the prepositional phrase

There is large overlap between prepositions and adverbs, particularly adverbs of place or direction:

- a. [^S(I) ^P(looked) ^A(_P*up* the chimney)]
- b. [^S(I) ^P(looked) ^A(_{Av}*up*)]

In (a) *up* is a preposition, while in (b) *up* is an adverb. Normally prepositions are inseparable from the head (and modifiers) which follow them. There are,

however, various circumstances in which a preposition can be separated from its following noun phrase:

- a. (problems [^A_{PP}(with which) ^S_{NP}(one) ^P_{VP}(must live)])
- b. (problems [_{NP}(which) ^S_{NP}(one) ^P_{VP}(must live) _P(with)])

in (a) with which is a PP, but in (b) the preposition has been left “standard” at the end of the clause, and the pronoun which which follows it in (a) has turned itself into a separate NP.

Table 2.4 The possible structures of prepositional phrase

<i>Some Examples of the Prepositional Phrase in English</i>			
		<i>Preposition</i>	<i>Complement</i>
	(a)	For	Now
E	(b)	With	Her
X	(c)	In	Time
A	(d)	next to	the table
M	(e)	Into	the thick of things
P	(f)	By	the time that you read this
L	(g)	Before	slipping off to sleep
E	(h)	After	running more than 500 miles in one week
S	(i)	To	whomever it may concern
	(j)	From	what I can see
FORM	<i>Preposition</i>	<i>Adverb</i>	
		<i>Pronoun</i>	
		<i>Noun</i>	
		<i>Noun Phrase</i>	
		<i>-ing Clause</i>	
		<i>Relative Clause</i>	

2.2.3 Cooperative Learning Method

Nowadays, there are many teachers apply Cooperative Learning as their learning techniques to teach their students. Larsen-Freeman (2000:164) stated that:

Cooperative Learning essentially involves students learning from each other in groups. But it is not the group configuration that makes Cooperative Learning distinctive; it is the way that students and teachers work together that is important. In Cooperative Learning, teachers teach students collaborative or social skills so that they can work together more effectively.

Kagan Structures are radically transforming classrooms across the United States and in many parts of the world. These easy-to-learn, easy-to-use instructional strategies are ideal for promoting second language learning. In classrooms in which the Kagan Structures are used regularly, students for whom English is a second language learn both English and academic content far more quickly and far more thoroughly than when traditional instructional strategies are used. The Kagan Structures also promote language and content learning far more than does group work. The advantages of Cooperative Learning (Harmer, 2004) they are:

1. It reinforces a sense of belonging among the group members, something which we as teacher need to foster.
2. It is suitable for activities where the teacher is acting as a controller.
3. It allows teacher to bring the mood of the class in general it is a good way for us to get understanding of student progress.

4. It is preferred class style in many educational setting where students and teachers feel secure when the whole class is working in lockstep, and under the direct authority of the teacher.

Trianto (2007: 62) the Cooperative Learning Principles are as follow:

1. Positive interdependence

The students are able to learn from each other. They must also work together to ensure there is one product to their learning. They must check that everyone can understand and answer the question.

2. Individual accountability

Students are accountable to each other for sharing ideas. The student may also be required to share their partner's ideas to another pair or whole group. Every student must be able to give the group response to the question.

3. Equal participation

Each student within the group has an equal opportunity to share. It is possible that one student may try to dominate. The teacher can check this does not happen.

4. Simultaneous interaction

High degrees of interaction at any one moment all of the students will be actively engaged in purposeful speaking and listening

5. Multilevel

This kind learning can be used in any kinds of level, but of course it has to be adjusted with the material given.

According to Suprijono (2009) there are many strategies in Cooperative Learning that can be applied to teach students in teaching learning process. There are Numbered Head Together, Silent Card Shuffle, Think Pair Share, Think Pair Solo, Jigsaw, Three Step Interview, Talking Chips, Round Robin Brainstorming, and Two Stay Two Stray. But here the researcher just focused on Numbered Head Together and Silent Card Shuffle. The explanations are as bellow:

2.2.3.1 Numbered Heads Together

There are a lot of definitions about Numbered Head Together. First explanation state that according to Kagan (1989: 13) “Numbered Heads Together is kind of Cooperative Learning as it includes teams, positive interdependence, and individual accountability that lead to cooperative interaction among students.” He makes a procedure of how this technique is applied. Firstly, the teacher places the students in groups and each person is given a number. Then, the teacher asks a question. He tells the students to “put their heads together” to make sure that everyone on the team knows the answer. The last, he calls a number and student with that number has to answer the question. Numbered Heads Together is one of the techniques or structures that was originally derived from Russ Frank. The structure was then refined and named by Kagan back in 2002. As a Cooperative Learning technique, Numbered Heads Together is designed to involve more students in reviewing materials covered in a lesson and in checking their understanding of a lesson’s content (Arends: 2004). It is a simple technique that Numbered Head Together can be utilized repeatedly with a variety of curriculum

materials and be applied to almost all subject areas, to every grade level, and in any places in a lesson (Olsen & Kagan as quoted by Yeh: 2004). Numbered Heads Together requires students to interact among the group members to get the answer. In addition, it also requires students in each group to be engaged in positive interdependence, individual and group accountability, which motivates them to enhance one another's learning. Suprijono (2009: 92) said that learning with Numbered Heads begins with numbering. The teacher divides the class into small groups. Each person in the group is numbered. Once the group is formed, teachers ask some questions to be answered by each group. After that, they were given the opportunity for each group to find the answer. The next step is the teacher calls on students who have the same number of each group. They are given the opportunity to provide answers to questions that have been received from the teacher. The work is ongoing until all students with the same number of each group gets a turn exposes answer has been received from the teacher. Kagan (2007) stated that Cooperative Learning model Numbered Heads Together indirectly trains students to share information, listen carefully and speak with the full calculation, so that students are more productive in learning. The steps in implementing the type of Numbered Heads Together is as follows 1) The numbering; 2) Submitting of Questions; 3) Thinking Together; 4) Providing Answers.

This technique promotes both individual and group accountability. As they work together, all students can participate including the passive ones. According to Kagan (1989: 13) that positive attitudes and individual accountability are built

through the heads together step. In this step, all team members must be prepared. The students would try to help each other as no one knows which number would be called. The high achievers share answers because they know their number might not be called and they want their team to do well. While the lower achievers listen carefully because they know their number might be called. This kind of phenomenon creates better classroom relationships between teacher and students. Number Head Together is a Cooperative Learning technique designed to influence the students interaction pattern and as the alternative for traditional class structure. Number Head Together developed first by Kagan (1993) to involve more student in learning material which consist in a lesson and to know their knowledge about the material given. The teacher use four phases structure to asking the question for student in the class (Kagan:1993), they are:

The first phase is numbering. In the phase the teacher divide the student into some groups consist of 3 to 6 person and each member of groups given number from 1 to 6. Sometimes the total of each group is depending on the total students in one class. If there are 30 students in the class, so each group can consist of 5 or 6 students depends on the deal. If the total of students consists of 35 students, the group can be divided into 7 groups that each group consist of 5 students.

The second phase is asking question. In this step, the teacher poses a question or a problem to the students. The third step is thinking together. In this step the teacher give the groups several minutes to discuss one appropriate answer with their groups. The last phase is answering the question. The teacher calls a

member at random and only student with the correct number who responds to the question

Advantages of Numbered Head Together:

According to (Terenzini & Pascarella, 1994) there are advantages of Numbered Heads Together. This Cooperative Learning strategy promotes discussion and both individual and group accountability. This strategy is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material

2.2.3.2 Silent Card Shuffle

Based on Gecko Learning, The Silent Card Shuffle is a cooperative technique that has several applications, such as sequencing, classifying, matching and mapping. For matching activities such as relating words with definitions, one should always offer a few more definitions. The Silent Card Shuffle employs all six levels of Bloom's Taxonomy and most of the Multiple Intelligences.

Frangenheim (2005) suggested Silent Card Shuffle as a Cooperative Learning technique to be used in the classroom. It is a cooperative technique which involves many activities such as sequencing, classifying, matching, mapping or positioning information. This technique is also used in many other subjects, such as biology, geography, and mathematics. The teacher should consider a range of 'cards' to use for this activity, i.e. visual images, statements, concepts or single words. Each card should be cut up and placed ready for students in an envelope, or secured together in a jumbled order. Provide each individual, pair or group with their envelope or selection of cards related the given topic.

Harmer (2007) mentions three main uses of cards namely matching and ordering, selecting, and card games.

1) Matching and ordering

Cards can be used for an activity like matching questions with the answers. Students can either match them on the table in front of them (in pairs or groups) or they can move around the class to find their pairs. This matching activity can be based on the topic or grammatical construction. This activity is especially good for kinaesthetic learners, but it is also good for everyone else.

2) Selecting

In this way, the cards contain some particular words, phrases, or pictures. After shuffling them, the cards are placed in a pile face down. Then, the teacher asks one student to pick one card. The student must use the word or phrase in the cards or describe the picture on the card.

3) Card games

There are many possibilities of card games in language learning. The teachers can design the games by themselves based on some considerations such as the number of students in the class, the topic, the learning purpose, and learning activities. Cards help the teacher to deliver the material, so in this way the learning activities become less teacher-centered and less book-dependent. It would minimize teacher's talk and increase the students' participation. By using the cards as learning media in the classroom, the learning activity would be more enjoyable. The teachers' creativity is an essential prerequisite to design some sets of cards. The teachers need to explore their ideas and creativity to decide what the

cards contain. Besides, the teacher should design the learning activities properly. By doing these steps of making cards, the teachers creativity would also be improved.

Steps of Silent Card Shuffle

According to Frangeinheim (2005), there are 5 steps of Silent Card Shuffle steps. The explanation are as folow:

a) Silent card classification

In this case, students would be required to classify the cards. Here, each column is headed by the category word, such as 'Noun', which is written in capitals so it is easily identified by the students. The next card is a picture that relates to the classification, followed by 4 words for each heading. Note that no talking may occur in Step 1.

b) Justify and refine

As each group completes the task, the members may talk to each other and ask for an explanation or justification for the positioning of certain cards. Refinements or changes may be made at this stage

c) Circle and observe

The teacher now needs to coordinate the movement of the groups so that they are able to visit the other tables and discuss what they notice. They may not touch the cards.

d) Return and refine

Once students made their way around everyone it was time to go back to their own scenario and debrief their findings as a group. This was their last chance to make any rearrangements before entering to test out their sequence.

e) Teacher debriefing

This would be undertaken by the teacher according to their preferred style and to suit the group of students. The teacher displays the 'answer' and students self-correct, discussing the changes as they do so. The teacher later debriefs. This particular activity can now be extended with students doing the Silent Card Shuffle again, but this time using the cards to construct the best sensible sentence. Make a game out of the activity, by placing a value written on the underside of each card, such as Articles, Prepositions and Pronouns scoring 1 point, Nouns and Verbs 3 points, and Adverbs and Adjectives 5 points. The next activities can be conducted by doing Silent Card Shuffle again or the teacher can design a different activity to reinforce what the students have been learned before.

Franginheim (2005) stated that the third step (Circulate and Observe) and fourth step (Return and Refine) can be optional. If the teacher have limited time, they can go straight to the teacher debriefing after step 2 (Justify and Refine).

Example of Card Used in Silent Card Shuffle Technique

Franginheim (2005) stated that the design of cards can be modified with the learning materials need. For example teacher decide the objective of the learning. He wants to teach about the Language Building. In this activity, the

cards represents noun, adjective, verb, and adverb. The example of cards used in Silent Card Shuffle can be seen in table below.

Table 2.6 Examples of cards in Silent Card Shuffle

NOUNS	ADJECTIVE S	VERBS	ADVERBS	ARTICLE S	PREPOSITION S	PRONOUN S
						
Flagpole	Green	Sang	Quickly	the	up	who
Businessman	Jovial	Climbed	Carefully	a	for	he
Umbrella	Tropical	Manoeuvred	Ridiculously	an	in	it
Key	Big	Jumped	Often	the	of	they

However, sometimes the format seems too difficult and too grammatical-restricted especially for junior high school students. It would be difficult to differentiate word class. The important thing is not the study of English grammar or what a sentence consists of, but it is rather on how they understand the meanings of the words and the content of the particular sentence or text. After deciding the cards contain, then the teacher makes a copy of the cards, cuts up the cards, and puts them in the envelopes for each group. Each group has the same envelopes contained the same cards with the other groups.

Advantages of Using Silent Card Shuffle Technique

Franginheim (2005) stated that there are several advantages of Silent Card Shuffle. The explanation can be seen as follows:

1. This technique is highly effective with tasks involving sequencing and classifying.
2. Some coaching on questioning might be useful.

3. Creates a good classroom environment when students are moving around asking questions.
4. Some of the quieter students may need to be encouraged as there is potential to hide.
5. There is an element of critiquing on each other sequence. Therefore the 3 rules of be kind, be specific, be helpful can be applicable.
6. Reinforce the need to rephrase questions or ask questions based on what is observed and not to repeat questions for the sake of it.

2.3 Summary of Research Methodology

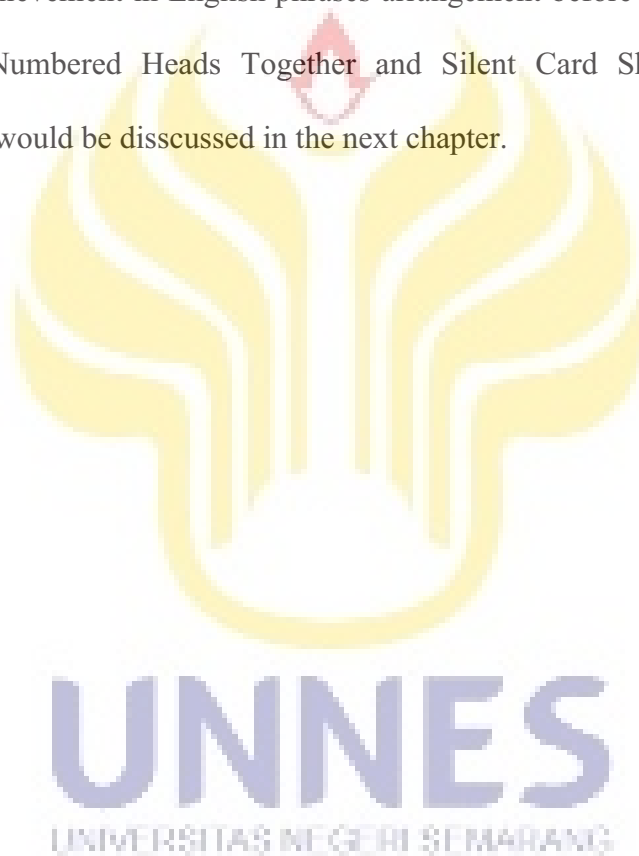
In this study, the writer use Numbered Heads Together and Silent Card Shuffle techniques to teach students in arranging English phrses. Then she makes the comparison of them. The writer used the quasi-experimental design and it is started with pre-test, treatment, post-test. There were two groups in this research. Experimental group which was taught by Numbered Heads Together and control group which was taught by Silent Card Shuffle. The pre-test was conducted before giving the treatment, whereas the test would be conducted after giving the treatment.

the diagram of its systematic was is as follow:



Pre-test here means that the students is giving the pre-test to know the ability or to measure the understanding about English phrases. Then the students

is giving treatment. In the experimental group, the treatment is given by using Numbered Heads Together technique while in the control group, the treatment is given by using Silent Card Shuffle. The last step is post-test. After the students have the better understanding about English phrase, they were given post-test to see their difference of achievement. The result of the test would show the students' achievement in English phrases arrangement before and after they were taught by Numbered Heads Together and Silent Card Shuffle. The further explanation would be discussed in the next chapter.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research starts from the question whether Cooperative Learning technique effective for the students improvement of English phrases arrangement and whether Numbered Heads Together is more effective than Silent Card Shuffle to teach students of English phrases arrangement. This last chapter describes about the conclusion of this final project and the suggestions from the writer to the next researcher related to the same topic.

5.1 Conclusions

After the writer conducted the research and the data have been analyzed, the conclusion was found. Based on the result of the data analysis, the writer conclude that actually both group of experimental and control group have the similar understanding about English phrases. It could be seen from the score of pre-test in experimental group was not too different with the score of pre-test of control group. The difference score of experimental group and control group in pre-test was just only 1,66 which experimental group was higher. From this score it can be conclude that both group were homogeneous before there were given the treatment.

Based on the stastical analysis, it can be conclude that there was a significant difference in students ability of arranging English phrases who were taught by Numbered Head Together and Silent Card Shuffle techniques. This data

can be proven by looking the result of t-test which is showed that t_{table} is lower than t_{value} . when the calculation said that t_{table} is lower than t_{value} . It means that there was a significant difference in writing English phrases through Numbered Head Together and Silent Card Shuffle techniques. Therefore the working hypothesis of this study was accepted while the null hypothesis was rejected.

Based on the stastical anaysis, it can be seen that using Numbered Heads Together gives the higher contribution for students to improve students in arranging English phrases. It can be seen from the mean score of both pre-test and post-test of experimental group was higher than control group. By comparing the mean scores of both groups in pre-test and post-test, the writer comes to conclusion that Numbered Heads Together gave the higher signifcance of the experimental groups achievement in arranging English phrases than the control group.

5.2 Suggestions

The suggestions that the writer offers to teach students to arrange English phrases are addressed for the students, the teachers, and the next researchers related to the same topic. The suggestions are as follow:

For the students, they are supposed to improve their writing aspect. Although writing is assumed to be the most difficult skill in English, but students must realise the importance of writing. When we want to write the book, it must be good written. Here, the writing aspect is needed. They as the senior high school students should can differentiate parts of speech such as verb, adjectives, noun,

adverb and preposition. They also should improve their writing whether we should begins the sentence with capital letter and ends with period. If every students do this step, the writer sure that their writing product would be better. When they find difficulties, they can ask to their teacher or find out the references from books or internet.

For the English teacher, they should be smart to find the interesting, exciting, but still educative way to teach their students in the classroom. Students would get bored if the teacher just explaining and give some kind of assignment. Here, Numbered Heads Together can be alternative and recommended technique to teach students to arrange English phrases. Numbered Heads Together make the teaching learning process become more interactive, competitive, and attractive. Since Numbered Heads Together technique focused on students-centered, the atmosfere in the classroom would be very active. Each students with their group do the assignment and delivering their idea with such interesting way. The material can be easily absorb by the students so they are not easily forgot. Indeed teacher must have their chracteristic of teaching learning process to make the students happy.

The last suggestion is delivered to the next researcher related to the same topic. The writer hope this study can be usefull fo the next researcher that is in the same field. The writer suggest for the next rearcher to do another effective Cooperative Learning to teach different material. For further the writer hope that

this study can be developed and improved by the next researcher, considering it still has some weaknesses.



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