THE USE OF NUMBER HEAD TOGETHER WORDS GAME

TO IMPROVE THE STUDENTS MASTERY

OF SIMPLE ENGLISH SENTENCE

(A Case of The Fourth Graders Of SD Negeri 02 Petompon

In The Academic Year 2010/2011)

a final project

submitted in partial fulfillment of requirements

for the degree of *Sarjana Pendidikan*

in English

by

Kamilatun Azizah

2201407120

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

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APPROVAL

This final project was approved by the Board of English Department of the Faculty of Languages and Arts of Semarang State University

Board of Examiners

1. Chairperson :
   Dra. Malarsih, M.Sn
   196106171988032001   _____

2. Secretary
   Dr. Dwi Anggani LB, M.Pd
   19590114198912001   _____

3. First Examiner
   Novia Trisanti, S.Pd, M.Pd
   197611062005012002   _____

4. Second Advisor as Second Examiner
   Drs. Suprapto, M.Hum
   195311291982031002   _____

5. First Advisor as Third Examiner
   Sri Wuli Fitriati, S.Pd, M.Pd
   197510262005012001   _____

Approved by

The Dean of Language and Art Faculty

Prof. Dr. Agus Nuryatin, M.Hum

196008031989011001

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" Hidup adalah perjuangan untuk menggarap indahnya PR Surga

(Abah Kyai Masyrokhan)".

" Keep on getting *Sholawat* in your life"

" Don't be sad, indeed Allah is with us"(Qur'an, At Taubah:40)

PERNYATAAN

Dengan ini saya,

Nama   : Kamilatun Azizah
NIM   : 2201407120
Prodi/ jurusan : Pendidikan Bahasa Inggris / Bahasa Inggris
Fakultas   : Bahasa dan Seni Universitas Negeri Semarang,

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The Use of Number Head Together Words Game to Improve the Students

Mastery of Simple English Sentence (a Case of the Fourth Graders of SDN

02 Petompon Semarang in the Academic Year 2010/2011)

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ABSTRACT

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Keywords: Number Head Together, Simple English Sentences, The Fourth Graders of Elementary School.

This final project is about the use of Number Head Together Words Game in teaching writing for arranging simple English sentences to the fourth graders of SDN 02 Petompon Semarang. Teaching writing to elementary school students is not an easy task. It requires a lot of creativity from a professsional teacher. The objective of the study is To what extent Number Head Together Words Game can be used to arrange Simple English Sentences in the fourth Grade of SDN PETOMPON 02 in the academic year 2010/2011.

To achieve the objective of the study, I conducted an action research. The subject of the study was the fourth graders of SDN 02 Petompon Semarang. In the academic year 2010/2011 the total number of the students was 42. In conducting this action research, I used four steps: planning, action, observing, and reflecting. In the action step, there were three activities: pre-test, first treatment and second treatment with an assessment test in each treatment. Finally, the last activity was doing a post-test. The average achievement of the students' pre-test was 76.29 while it was 77.2 in the cycle one, and 80.35 in the cycle two, and 85.23 in the post test.

Based on the result of this study, it was found that the use Number Head Together Words Game as a technique in teaching writing for arranging simple English sentences is very beneficial for the students. Referring to my experience in conducting the action research. It is suggested that the Number Head Together Words Game can be used an alternative technique to teach elementary school students in learning writing as a simple English sentences.

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CHAPTER I

INTRODUCTION

This chapter discusses several factors such as background of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, limitation of the study, and the last is outline of the report.

1.1 Background of the Study

As human being, man cannot live alone in this world. They always need company. They also need to cooperate with each other in their life. Therefore, to do that, they must use language to comunicate with each other. Without language, it is difficult for us to get along one another. With language, man can express their desires, thoughts and hopes to other people. In other words, language plays a key role in social relationship among human beings.

Boyd, quoted by Norton (1980:4) says that language is the most important form of human communication. Not only is language human, it is uniquely human and the key to all human activities. It is a vehicle through which the world can be understood and appreciated; without language, people are isolated and helpless.

Learning aforeign language, especially English is very important. It is known that English is an internasional language and most widely used in communication, commerce, economics, politics, education, technology and so on.

As the first foreign language in Indonesia, English is taught in schools. English is one compulsory subjects taught in junior high school and senior high

school as aforeign language. As a result, the Indonesian government always makes efforts to improve the quality of English teaching by improving the quality of the teachers and other components that are involved in educational processes; so that the English teaching in Indonesia has been getting improved time from time.

Nowadays, in line with the government's plan on the nine years basic education, English has been taught at elementary school. English at elementary school is regarded as a local content subject of study, not a compulsory one. It is treated as a local content course. The teaching of English as a local content course may the carried out in grade IV to VI.

Teaching the fourth graders of elementary school means teaching children whose ages are beteween 8 to 10 years old. They are categorized as beginners or young language learners. Teaching young leraners or students of elementary school is not the same as teaching adults because they have different characteristics and motivation. In order to make English teaching to young learners successful, we have to consider some factors such as quality of the teachers, students' interest, motivation, and teaching technique that play important roles to achive the objectives of school learning. Due to this fact, students should have enough competencies in mastering the four skills of English, listening, speaking, reading, and writing.

In writing simple English sentences, the students are expected to arrange the random words into a correct sentence and rewrite it. Referring to Scott and Ytreberg(1990:75) rewrite is a starting point for writing. It is good idea to

askpupils to rewrite because when they are rewriting the sentence, they can see the connection and the combination between one word and other words. They should be careful and pay attention about the patterns. Moreover, this is the task of the English teacher to accomodate her or his student's needs, interest, and difficulties by dedicating her or his professionalism to help the students learn and understand well. In teaching learning process, the teacher plays a very important role, because she or he has able to set student's interest and motivation in learning English. The English teacher themselves are challenged to find new approaches to make teaching English more interesting for their students. That major problem is seeking the technique that will enable and encourage learners to learn the target languange in the very limited classroom time.

Many students of the fourth grade of elementary school have faced many problems in writing (Herawati, 2008:2). Due to the fact, the teacher should be able to use various techniques to achieve the objectives of the study. There are many techniques of teaching writing for arranging English sentences; one of them is by using games. Because games help teachers to create context in which the languange is useful and meaningful. Besides, games can help and encourage many learners to sustain their interest and work. Games are also suitable for students at elementary school because games are commonly funny and bring in relaxation.

In order to make the students enjoy in learning English especially in arranging sentences easily, I introduces a medium as a method to facilitate them in learning writing, that is Number Head Together Words Game can facilitate the students in learning writing for arranging sentences. Actually, is a kind of game.

Young children love to play, and learn best when theyare enjoying themselves(Scott and Yterberg, 1990:3). From this statement, I believethat children can play a game that is Number Head Together Words game while learning English especially in arranging sentences.

1.2 Reason for Choosing the Topic

I have chosen the topic "The Use of Number Head Together Words Game as a Medium to Improve the Student's Mastery Simple English Sentences" for the following reasons:

a) The students' world is still full of enjoyable activities. If English is taught interestingly, it will arouse their interest to study.

b) Teaching English for elementary school students is not an easy task for teacher to do. The teacher needs to choose techniques that are appropriate to the class. As what I have stated in the background of the study above, I would like to help the teacher to apply interesting technique to teach simple English sentences. In my opinion, the use of Number Head Together Words game as a medium in arranging simple English sentences is able to stimulate pupil's interest and involvement.

c) The Fourth grader of elementary school are the first class in elementary school, which get an English lesson. They are not able to write English sentences correctly. Therefore I focuses on helping students in arranging sentences as a facilitator to help students in writing English and the materials

about arranging simple sentences is presented in the forms of Number Head Together Words game.

d) Number Head Together Words game provides ideas to create the activity for the success of the English language learning and can build up the motivation of the students to study the target language.

1.3 Research Question

In this study, I limits the discussion having the following questions:

a. How can Number Head Together Words Game be used to improve the student's ability in arranging simple English Sentences For the fourth Graders of SDN PETOMPON 02 in the academic year of 2010/2011?

b. To what extent Number Head Together Words Game can be used to teach Simple English Sentences for the fourth Graders of SDN PETOMPON 02 in the academic year of 2010/2011?

1.4 Objective of the Study

The objectives of the study are as follows:

a. To describe how can Number Head Together Words Game be used toimprove the student'sability in arranging simple English Sentences for the fourth Graders of SDN PETOMPON 02 in the academic year of 2010/2011.

b. To know what extent Number Head Together Words Game can be used to teach Simple English Sentences for the fourth Graders of SDN PETOMPON 02 in the academic year of 2010/2011.

1.5 Significance of the Study

Theoretically, thisresearchis usedto determinethe extent ofstudent's skills to produce simple English sentences and help teachers to improve their methods in teaching learning process in the classroom. In addition, teachers can apply this method in their classroom to make the teaching more interesting.

Practically, the result of this study will be very useful for students in arranging simple English sentences. They also will be able to produce good English sentences whether oral or written communication.

1.6Limitation Of The Study

This study is an action research which uses Number Head Together Words game. This study is purposed to know the contribution the development of the ability and positive attitude in writing a simple English sentences of the fourth grade students of SDN 02 PETOMPON in the academic year 2010/2011. Therefore, the results of this study are not intended to be generalized.

1.7 Outline of the Report

The study consist of five chapters. Chapter I is introduction. It consist of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, limitation of the study, and outline of the study.

Chapter II deals with the theoretical foundation of the study from related literatures.

Chapter III deals with methodology. It covers research design, population, technique of sampling, data collection, instrument of the study, and procedures of research, reliability of test, validity of test, item analysis, and criterion of the assessment.Chapter IV presents result of the study and discussion.In the last chapter, chapter V, I ends the final project with the conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses several factors such as review of previous studies, review of related literature, school based curriculum at elementary school, the characteristics of the fourth graders of elementary school.

2.1 Review of Previous Study

2.1.1   Writing

Writing is one of the four language skills, which has it own characteristic. In writing we use symbols to express our ideas and feelings. According to Lado (1964: 43), "To write is to put down the graphic symbols that represent a language one understand, so that others can read these graphic symbols if they know the language and the graphic representation". It is known that writing is difficult subject that is why it should be practice regularly and gradually.

When we write, we do not only keep our purpose of writing in our mind, but we have also to think how to organize them into composition. In addition, the process of writing requires an active thought dealing with the ideas in our mind.

In order to be success in writing, students do not only obey the rules in writing, but it would be interesting if they have good knowledge to support it. Like the statements from Tydiman (1984: 134) writing is closely related to speaking, not only such item of content, organization of ideas and vocabulary, but also in the use of pause and modulation of the voice to show the division and the relationship of the ideas.

There are four skills that are taught at school; those are listening, reading, speaking, and writing. From those four skills, writing includes the productive skill. Students re charged to have the ability in writing by process of thinking. It is difficult subject that needs practice regularly. Teaching writing is difficult for the teacher. It does not only take one or two days but it would take a long time to do. When a teacher wants to teach about writing he or she must find out the background knowledge of the students. It would be difficult if they do not have any knowledge about it. At least students must know about the elements of writing. Moreover, not only knowing those elements, but they must also practice them regularly to get a good writing.

2.1.2   Teaching Writing

Writing skills is one of the four English language skills in addition to listening, speaking and reading. Writing skills include productive or produce other than speaking skills. Writing learning in schools has not been through the correct process.Writing is not simply a matter of putting words together, it is a recursive process, It is a process of revision and rewriting. Teaching writing means We create a pedagogy that helps students see writing as continuous process of Revising   and   rewriting   as   Theyinvent,plan,Their   draft   text. Furthermore Carderonello and Edwards (1986:5) explain in their book Raugh Draft as follows: specify that there are five components in the process of writing,namely:

a) Inventing

Namely to find and generate ideas / ideas of students, what will students write or tell, steps can find ideas in many ways such as reading, talking,

b) Planning

The stages of how students are trying to determine how to convey ideas. This stage students will be raised the issue, purpose, reader.

c) Drafting

In this stage, students tried to form a material or materials into text. Draft sustainable written, from draft 1, draft 2 and draft 3 to be the final result.

d) Revising

Revise including adding a new idea, another idea of eliminating some ofthe words or ideas that do not need or reconstruct what has been written.

e) Editing

Editing is polishing a piece of writing from various aspects such as, spelling, tenses, choice of words and others.

Writing here is the activity in teaching and learning process in which the students are able to express their ideas, thought, opinions, and feeling and organized then in simple sentences will be given by the teacher and composing them into a paragraph. The form of the writing is guided writing since the students should write based on the clues will be given such as words that may be used and a model of paragraph.

2.2 Preview of Related Literature

2.2.1   School Based Curriculum of English Teaching at Elementary School

Based on the 2006 curriculum, English has in the position of the first foreign language to learn in Indonesia, and it has important roles not only in developing science, technology, and culture but also in making good relationship among countries. Now, English is acceptable to be taught as a local content subject at elementary school students with regard to the availability of competent teachers.

According to 2006 curriculum for elementary school, There are many kinds of local content taught in different elementary school, such as, regional language, English, etc, as one of local content subject taught in elementary school, English has some function as follow;

1) English function as a tool for the students to improve them in science, technology, art, and culture. Therefore, in their progress they still possess Indonesian personality.

2) English, as local content, is an optional subject for students at the fourth, fifth, and sixth graders of elementary school. English functions to support the development of tourism, export industry area, and the demand of the community of Central Java (Kurikulum Mulok SD 2006:4).

Based on the function above, the students are expected to have skills of language in simple English. Teaching English at elementary school focuses on the four skills they are: listening, speaking, reading, and writing which are targeted to simple English.

2.2.2   The Characteristics of the Fourth Graders of Elementary School

Teaching elementary school students is not the same as teaching adults, because they have different characteristics such as stated by (Helaly, 1987:49) "unlike adults, children are not self motivated and do not concerned with job or university degree that requires knowledge of English. Their world is their daily games, events of interst to them, new knowledge that may across and question that their inquisition may ask."

The forth graders of elementary school usually consist of students about eight to ten years old who have different characteristics and different motivation from the students in higher level.

Harmer (2004:37) says that the age of the students major factor in teacher decision about how and what to teach. Students of different ages also have different needs, competence, and cognitive skill. Differet ages also mean different characteristics.

The fourth graders of elementary school is children whose ages are eight to ten years old, are relatively mature children with adult side and a childish side. Many characteristics of them are as follow:

a. Their basic concept are formed. They have very decided views of the world.
b. They can tell the difference between facts and fiction.
c. They ask question all the time.
d. They rely on the spoken word as well as the physical word to convey and understand meaning.
e. They are able to make some decision about their own learning.
f. They have definite views about what they like and do not like doing.
g. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.

Concerning the statement above, I think that the fourth graders of elementary school belong to transcend students with their own characteristics. Furthermore, by knowing the characteristics of the students, it is easier for teachers to decide further steps in teaching and it will possibly help the teachers in finding solution to overcome problems that might arise in teaching learning process.

2.2.3 Simple Sentences

There are some definitions of simple sentences from some experts :

1) Susan (1950:210) states that a simple sentence contains subject and one predicate, both of which may be compound.

2) Wilting says (1981:35) that a simple sentence has one subject and one predicate, other or both of which may be compound.

3) Marcella Frank (1972:222) claims that simple sentence contains one full subject and predicate.

2.2.3.1 Kinds of Sentences

English is a language, and language is made up of words, however, we cannot just string the words together to produce an English sentence. We need to put the words into the right order. According to Richard (1957:150), a sentence is a group of words consisting of subject and predicate that does not depend on any larger grammatical construction. In line with that statement, sentence is a related group of words containing a subject and predicate and expressing a complete thought (www.English – test.net).

A sentence is a group of words that makes sense on its own. It must have a verb and it must start with a capital letter and end in a full stop(.), exclamation mark (!) or question mark (?). Moreover, Frank (1972:220) defines a sentence in one of two ways in traditional grammar, namely by meaning and by function. By meaning, a sentence consists of a subject and a predicate.

From functional and formal point of view, a sentence is a full of prediction containing a subject plus a predicate with a finite verb. In other word, a sentence consists of subject and a verb at least. The subject in a sentence is generally the person or thing carrying out an action. The arrangement of the sentence can be symbolized by formula as follows :

S   V   O (Subject + Verb + object)

↓   ↓   ↓

She teaches English
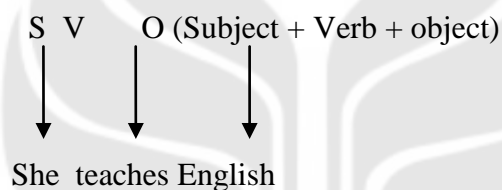
Further, Frank (1972:220-222) purposes the classification of sentences into two ways, namely by the types and by the number of formal predications. There are four kind of sentences :

a) Declarative Sentences (Statements)

The Declarative Sentences in which the subject and predicate have normal word order.

For example:The child ate his dinner.

b) Interrogative Sentences (Question)

Interrogative Sentences is the sentence in which the subject and auxiliary are often reversed. The sentence ends with a question mark.

For example : Did the child eat his dinner?

c) Imperative Sentences (Command, Request)

The Imperative Sentences is the sentence in which only the predicate is expressed.

For example : Eat your dinner!

In this study, I only use simple sentences in the form of simple present tense. It causes the fourth graders of elementary school is the first class in elementary school which get english as a local content. Therefore, the material given to them is just simple English. It is based on the 2004 curriculum for elementary school that elementary school students are the students who are expected to have language skills in simple english. From this statement, we can conclude that the material given to them must be relevant with the students' ability and ages.

2.2.3.2 Simple Sentence

Susan(1950:210)states that simple sentence contains one subject and one predicate, both of which may be compound. 'Adam, Jefferson, and Monroe died on the fourth of July'is a simple sentence. "This man went to the beach" is also simple sentence. It contains one simple subject and one compound predicate.

Wilting says(1981:35) that a simple sentence has one subject and one predicate, other or both of which may be compound. The patterns are :

a) Subject   +   predicate

   Birds   fly

     I   read

b) Subject   +   predicate   +   object

   The boy   put   the ball

c) Subject   +   predicate   +   indirect object + direct object

We   give   him   a book

I   send   her   a letter

d) Subject   +   linking word +   subjective complement

Mary   is   a girl

He   is   a dilligent student

      Wilting(1981:35) also gives some other various examples of simple sentence:

1) Compound sentence

    a. Mary and John put the ball

    b. You and I are Indonesian

2) Compound predicate

    a.   She write and read

    b.   He sells and buys apples

3) Compound object

    a.   See my brother and my sister

    b.   He buys a book and three pens

      Marcella Frank (1972:222) claims that simple sentence contains one full subject and predicate, for example :

A statement   : He lives in New York

A question   : How old are you?

A request   : Please, close the door

2.2.3.3 Simple Present Tense

Simple present tense showing an action that happens continually at the presents and expressing habitual actions, Simple present tense is divided into two forms: present tense of be and present tense of other verb.

2.2.3.4 Present Tenseb of Verb Be

Present Tense form of be is formed with to be am, are, or is after the subject of the sentence. Acoording to Praninskas (1961:2) in English, the present tense of be is used to express the following situations :

a) Profession, trade, occupation

Mr.Allen is professor

b) Nationality

Mr.Suharto is an Indonesian

c) Age

Doni is twenty five

d) Condition

Jack is sick

2.2.3.5 Present Tense of Verb

The present tense of verb is formed with simple form of a verb for first person, second person, and third person plural subject except for third person singular subject; the verbs end in s, or es (Soemarto, 1994:2). In the terms of form, the simple present tense can be divided into positive, negative, interrogative. The adverbs or adverbial phrases that are often used in the simple present tense are always, usually, everyday, sometime, never, etc.

For example: I always go to school by bicycle.

2.2.3.6 Pattern of Present Tense Form of Other Verbs

a. Positive Form

I,we,you,they	Verb	
He,she,it,singular name of people,noun	Verb+s/es	Complement

Example : I have much money

b.Negative form

To make the negative sentences in the simple present tense, the pattern is :

I,we,you,they	Do not+ verb	
He,she,it,singular name of people,noun	Does not + verb	Complement

Example : I do not have much money

　　　　She does not always watch movie

c.Interrogative Form

To make interrogative sentences or yes/no question in the simple present tense, we put do/does before the subject.the pattern is :

Do	I,we,you,they		
Does	He,she,it,singular name of people,noun	verb	Complement?

Example : Do I have much money ?

　　　　Do we read a newspaper everyday?

For the Indonesian students, they will undergo some interference from their mother tongue when they study simple present tense. For example, the exsistence of s or es ending the verb for the third person singular subject. The auxiliary do or does in negative and interrogative sentences and the verb be in the nominal sentences that never exist Indonesian language. Those will make the Indonesian students having difficulty in applying them.

2.2.4 Number Head Together Game

Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.

2.2.4.1 A general Introductory of Number Head Together

The structure of Number Head Together is derived from the work of Spencer Kagan (1975). There are a number of variations on the method, some very simple and others with a greater degree of complexity. This structure can be used in conjunction with'Think, Pair Share' early in the development of the Co-operative Classroom. learning with spellings.

These are all sequential responses. The teacher can also use what Kagen describes as simultaneous answers:

1) All students showing their work.

2) Students using whiteboards to show their group work.

The application of using Number Head Together :

1) To involve whole class in the consideration of a question or problem.

2) To increase individual accountability.

3) To increase group teaching so that all members of the group are coached.

4) To increase team spirit and satisfaction.

2.2.5 Teaching Writing of Simple English Sentences to the Fourth Graders of Elementary School through Number Head Together Game

Teaching English writing of Simple English sentences is not as easy as teaching arranging English sentences to adult. In teaching writing of simple English sentences to children, the teacher should know how to treat the students well, so that they are not feeling bored during the teaching and learning process.

Besides knowing how to treat the students well, the teacher should also notice the differences of a language development are very complex processes because they are influenced by some factors such as intelligence, physical condition, economic conditions, ethnic setting, and billingualism.

If teacher knows that each child is different in learning English as a new language, he or she will facilitate the students, so that the teaching learning prosess runs well, because by noticing that students are different in language

development, the teacher automatically knows what are they students interest, needs, and motivation in learning English.

In teaching writing of simple English sentences, in this case for the fourth graders of elementary school, require to express the meaning in simple sentences. Although it is difficult skill to develop, it is very important to be taught.

As we know that the fourth graders of elementary school is the first class of elementary school which get English lesson as a local content, so they are not able to write English sentences correctly. Due to the fact, I focuses in arranging simple sentences as a facilitator to help students in writing simple English sentences and the materials about arranging sentences is presented in from of Number Head Together Words Game.

I choose Number Head Together Words Game in this study to know more about the existing condition of the students in adopting this kind of game to help them to arrange a simple sentences of English and to sharpen their skill in arranging words become a simple sentence.

The use of Number Head Together Words Game as a medium in teaching writing of simple English sentences to the fourth graders of elementary school plays an important role because it can help to provide of contexts for teaching item.

Wright (1976:38) states that there are boards functions of visual material used for writing activities are :

1) To motivate the students;

2) To create a meaningful context;

3) To provide the students with information to refer to including objects, actions, event relationship;

4) To provide non verbal cues for manipulation practice.

5) To provide non verbal prompts to written composition.

Here, I will give examples of the application of the use Number Head Together Words Game in teaching writing for arranging simple English sentences. Each group will receive three sets of Number Head Together Words for one section, for example :

EVERYDAY	SCHOOL	GO	TO	I

STUDENT	A	NOT	SHE	IS	CLEVER
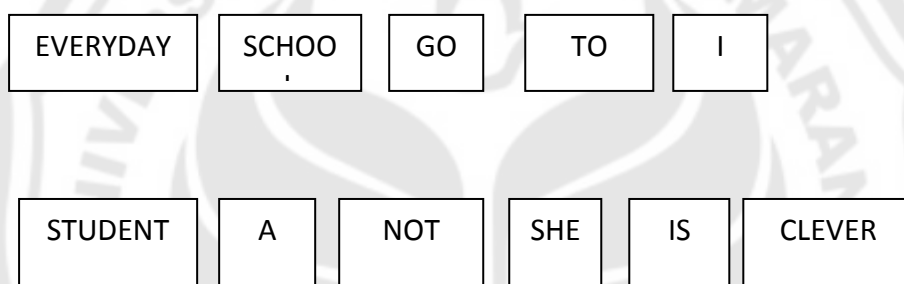
Moreover, the task of the each group is to arrange the random words into the correct sentences that are 'I go to school everyday'; She is not a clever student', then, they have to rewrite their sentences in a piece of paper and discuss with their group, and decided to arrange correct best sentences.

The teacher can present Numbered Heads Together Words game in a way that is relevant to the interest and age of the students. In fact, this material should be suitable with the students' interest whether they are in or out of the language classroom. I hope that Numbered Heads Together Words game can provide to improve the students' writing ability.

CHAPTER III

METHODS OF INVESTIGATION

In every research, methods of investigation are used as a guideline to attain the objective of the study. Chapter III provides information about the guidline that I apply in my study. They are type of research, population, technique of sampling, research variables, data collection, and instrument of the study, procedure of research, validity of the test, and reliability of the test, item analysis and criterion of assessment.

3.1 Research Design

The action research method was used in this study. Action research put ideas into practice for the purpose of self important and increasing knowledge about curriculum, teaching and learning.

Action research is known by many other names, including participatory research, collaborative inquiry, action learning, and contextual action research, but all are variations on a theme. Put simply, action research is "learning by doing" a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem-solving activities that we all engage in every day. A more succinct definition is,What separates this type of research from general professional practices, consulting, or daily problem-solving is the emphasis on scientific study, which is to say the researcher studies the problem systematically

and ensures the intervention is informed by theoretical considerations. Much of the researcher's time is spent on refining the methodological tools to suit the exigencies of the situation, and on collecting, analyzing, and presenting data on an ongoing, cyclical basis.Several attributes separate action research from other types of research. Primary is its focus on turning the people involved into researchers, too people learn best, and more willingly apply what they have learned, when they do it themselves. It also has a social dimension the research takes place in real-world situations, and aims to solve real problems. Finally, the initiating researcher, unlike in other disciplines, makes no attempt to remain objective, but openly acknowledges their bias to the other participants.

3.2   Population and Sample

The population that I used in my study was the fourth graders of SD N 02 Petompon Semarang, in the academic year of 2010 – 2011.

It consisted of 40 students. I chose the fourth grade students of SD N 02 Petompon Semarang, as the subject of my study based on the following considerations; first, the students had never learned English by using Number Head Together Words Game, it is a challenge for them, secondly; the students needed a new way in learning writing in English for arranging simple English sentence.

3.3   Method of Data Collection

This action research needed the data to support the investigation and to answer the research questions. The process of collecting information can be done

through many ways, such as test, interview, questionare, observation, documentation rating scales, etc

To ensure a more accurate study, I used three ways in gathering the scientific data, there are :

1) Test

Test may be constructed primarily as devices to reinforce learning and to motivate the students, or primarily as a means of assessing the student's performance in the language (Heaton, 1975:1).

I prefer to use achievement test in a series of writing test. They are pre-test, assessment test and post test. These test intended to investigate the initial condition (pre-test), the improvement during the process(assessment test) and the achievement in the final cycle(post-test).

2) Field notes

It was used to know about the situation of the class where I was conducting the action research.

3) Questionare

Questionare deals with a number of relevant questions that shoulds be answered by the students. The questioners was carried out after the cycles to assess the students' attitudes towards the action research activities.

3.4   Research Activity

This action research was conducted   two cycles. It consisted of four phases. They were planning, actions, observation, and reflection. The purpose was to give a number of activities to the students and to observe the students progress

in every activity during the action research. The activities which are carried out, are presented below :

1) Planning

Plans mean identify the problem area, here, teacher as researcher should narrow it down so that it is manageable. Then she had to investigate the problem. He think about what might be cause the problems and then try to find out the solutions by talking to other teachers to get the idea. She also had to think about the evidence that she would collect to decide whether her action would successful or not.

In the planning, I prepared everything needed to conduct the research. Here were the steps what I used in action research :

a) determine the setting to do the action. In this case SDN 02 Petompon Semarang.

b) Asking permission to the head master to carry out the study there.

c) Planning the teaching materials, include lesson plans.

d) Preparing teaching facilities needed for Number Head Together Words Game and papers.

e) Preparing questioners to know the students response.

2) Action

While conducting the action, I used four steps. In the step 1, I gave the students a pre-test. Next, in the steps 2, I conducted the students by teaching them using Number Head Together Words Game that divides the steps into two activities. Finally, in the step 3, I gave the students a post test. Here were the steps in action :

a. Step 1

Iwas conducting a pre-test in order to know what extent the student's ability in mastering simple English sentences before they given the game.

b. Step 2

1) The first activity

In the first activity, I gave treatment by introducing a game that is Number Head Together Words Game, which related with the English curriculum as instrument to teach writing of simple English sentences. The theme of the game was about colors.

At the end of this activity, I decided to give assessment test after the treatment in the first cycle. It was used to know the level improvement of the students after the pre-test. If there was not significance improvement, there should be second cycle, the test consist of ten questions was arranging tests as an assessment test related to the topic.

2) Second Activity

In the second activity, I gave the second treatment. The procedure was same with the first. However, before I gave the second topic, I reviewed the last material, I asked the students to arrange simple sentences about the first topic through Number Head Together Words Game. I wanted to help learners remember the lesson. The second topic was about part of the body. Students not only learn how to arrange simple sentences by using Number Head Together Words Game, but they can enjoy the game by playing and practicing together with their friends. After the treatment, I gave 10 questions was arranging tests as an assessment test related to the topic.

At the end of activity, the teacher informed the students that next meeting there would be a post-test. In the test, there would be some questions that have been introduced in pre-test and activities in both cycles.

c. Step 3

After the second activity, I evaluated the students achievement in writing skill of simple English sentences through Number Head Together Words Game. The test had the same items with the pre-test, which consists of 25 items of multiple-choises.

Finally, I gave the questionare to the students in last ten minutes, the questionniare consisted of five questions, each questions had three options: namely A, B, and C. The analysis of questionnaire will be discussed in chapter four.

d. Observing

I was observing the situation of the class where I was conducting the action research by using field notes. I also analyzed the personal students responses during the activity by using questionare.

e. Reflecting

The teacher has to analyze the evidence that she had gathered. Has the problem solved or not? If not, what steps will they try next? If yes, what problem will they try to solve now? At the end of this period of reflection, ideas will usually arise for further cycle of action research.

If in the first cycle or in the first action plan there is no any significance improvement in the result of research, the researcher is able to renew her method by doing the second cycle to get the better result until she gets the satisfied one.

To find the degree of the student's achievement in each activity i.e. pre-test, assessment test and post-test. The score of each student will be counted individually by using following formula:

The percentage $=$ <u>the number of the right answer</u> x 100 %

The number of items

The result of the pre-test and post-test would be discussed to the criterion issued by the Department of Educational and Culture. If the result was not achieved, I would conduct the second cycle after revising plan.

3.5 Validity of the Test

Validity is used to measure the quality of any test. An instrument is considered a good one if it meets some requirements. One of them is validity. It means that the instrument provides information on the extent to which it measures what it is supposed to measure (Arikunto, 2006:168). Therefore, in order to be valid, the test must not just cover an area of table of specification, but all of them should be in proportion to the emphasis, which has been given.

According to Arikunto, there is another kind of validity, which is item validity. Item validity is the index of validity of each item (Arikunto, 2006:175). In this study, I use the item validity and calculate it by using product moment formula. Arikunto (2006:175) says that the item validity can be measured by using the product moment formula:

$$r_{xy} = \frac{N\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{N\sum X^2 - \left(\sum X\right)^2\right\}\left\{N\sum Y^2 - \left(\sum Y\right)^2\right\}}}$$

Which is :

r_{xy} : validity of the test item

$\sum X$: the sum of the test item score multiplying the total score

$\sum Y$: the total score of item

N : total number of respondents

The validity computation is consulted with the table of product moment by determining the significant level of 5% and N. Which is according to the data.

3.6 Reliability of the Test

A reliable test is consistent and dependable (Brown, 200:20). The reliability of a test ia a metter of how consistent it produces similar result on different occasion under similar situation, for instance if we give the same test to the same students on two different occasion, the test should yield similar result.

To show reliability, a test should have consistent score, so I decided to use Brown formula to measure the test's reliabilty as cited by Arikunto (2006:180)

that :

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

In which :

k : number of items

$\sum pq$: number of pq

s^2 : total Varians

3.7 Item Analysis

The analysis of students response to according test items is a powerful tool for test improvement. Item analysis showed that items may be too easy or too difficult and may fail for other reasons to discriminate clearly between the better and the poor examiners. The item analysis concentrated on two vital features, level of difficulty and discriminating power.

3.7.1 Item difficulty

According to Heaton (1975:172) the index of difficulty of the facility value of an item samply shows how an easy or difficult the particular item proved in the test. An item considered to have a good difficulty level if it is not too easy too difficult for the students, so they can answer the items, if a test contain many items, which are too difficult or too easy, it cannot function as a good means of evaluation. Therefore, every item should be analyzed first before it is used in a test, the formula of item difficulty is as follows:

$$P = \frac{B}{Js}$$

explanation:

P   = the facility value(index of difficulty)

B   = the number of students who answered correctly

Js   = the total number of the students

    Arikunto (2010:210) classifies the difficulty level of an item as follows :

a.   Item with P 0.00 – 0.30 is a difficult item

b.   Item with P 0.30 – 0.75 is a sufficient item

c.   Item with P 0.75 – 1.00 is an easy item

3.7.2   Discriminating Power

the discrimation power is a measure of the effectivenes of an item discriminating between   high and low scores of the whole test. The higher the values of discriminating power are, he more effective the item will be.

Heaton (1975:173):

"The discrimination index of an item indicated the extent, to which the item discriminated between the testees, separating the more able testees from the less able. The index of discriminating told us whether those students who performed well on the whole test tended to do well or badly on each item in the test."

Discriminating power can be obtained by using the formula :

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

D   = discriminating power

BA   = the number of the students in the upper group who answered the item correctly

BB   = the number of the students in the lower group who answered the item correctly

JA   = The number of students in upper group, and

JB   = the number of students in lower group

To know the level of discriminating power of the test items, I would Power classification is as follows :

a. $\leq D \leq 0.20$ = Poor

b. $0.20 \leq D \leq 0.40$ = Sufficient

c. $0.40 \leq D \leq 0.75$ = Good

d. $0.75 \leq D \leq 1.00$ = Excellent

(Arikunto, 2001:218)

If D was negative, none of the items is good. So if all items, which had the D value, were negative, it would be better to throw them away.

3.7.3   Finding the Mean

The formula used for computing the mean is as follow:

$$\mathbf{M} = \frac{\sum x}{n}$$

Where :

M = the mean

$\sum x$ = the sum of item scores

n   = the number of the students

3.7.4   Criterion of the Assessment

I would know the students success and failure in doing action research by referring to KKM of SDN 02 PETOMPON, which related to the 2006 curriculum of elementary school. The criterion says that the students can be said to be successful if they can achieve 64% of the material.

The result of the test would be discussed thoroughly in chapter IV .

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter provides description of the research, result of each activity including result of pre-test, result of cycle 1, result of cycle 2, result of post-test, result of teacher's journal, and findings.

4.1 Description of the Research

This study was an action research. I conducted the action research for four activities. Those activities were pre-test, cycle one, cycle two, and post-test. All of those activities were conducted for seven meetings.

4.2 Result of Pre-Test

Before the treatment was given, I conducted a pre-test. Pre-test was intended to know the students' ability in writing simple English sentences. The English teacher helped me to monitor the students. The pre-test was conducted on Tuesday, 25 th April 2011. I took class IV. There were 42 students who followed the pre-test. They had to do the multipe choices about the color and part of human body. The time allotment was 35 minutes. The result of the pre-test would be compared to the result after treatment or post-test. Comparison between the results could be used to identify the improvement of the students'ability in writing simple English sentences. The result of pre-test could be seen in appendix 2. After giving the pre-test, I gave the students first material to know the qualitative description of students'ability in writing simple English sentence. Finished scoring the students' pre-test, I continued to classify the result. Based on the

criterion assessment from the KTSP (2006). Based on that criterion, the fourth grade students had to achieve minimally 75 in their English.

Table 1. The Classification of Students' Pre-test According to KTSP

Test score	frequency	Level of Achievement
80 – 100	8	Good to excellent
60 – 79	34	Average to good
50 – 59	0	Poor to average
0 – 49	0	Poor

Based on the pre-test, the result was 63% students got mark under 75. The average of the students' pre-test was 76.29. It was lower than the criterion of the assessment that was 75.

4.3 Result of Cycle One

Cycle one was conducted for two meetings. Cycle one was conducted on Tuesday, 25th April 2011. The first meeting was used to conduct building knowledge of field and modeling of text stage. Then, the next meeting was used to hold joint construction of text and independent of text construction. In this cycle, I gave the students a treatment by using Number Heads Together words game. In the treatment, I concerned on the students' difficulty to create simple English sentences, by giving them ideas. Therefore, the ideas of their writing were richer, but they got difficulties in writing this kind of sentence. Therefore, I concerned on some leading questions that could help the students comprehend the

material fully. Basically, they knew the pattern of simple present tense, tense that used in simple English sentence. However, they failed in adapting this tense in form of simple English sentence. The process of teaching and learning during the treatment was represented in the learning stages. There were four stages in the cycle one.

The first stage was building knowledge of field. Firstly, in the previous meeting I attached some pictures of the pictures. I hoped that it could increase their sense of curiosity. Moreover, it was expected that the students would get something to inspire their writing. This method was called Number Head Together.The result of the students' result in cycle 1 could be seen in appendix 3 Table 2. The Classification of Students' Test on Cycle 1 According to Harris (1969:93).

Test score	frequency	Level of Achievement
91-100	14	Good to excellent
81-90	18	Average to good
71-80	10	Average

Here is the average of the students' test result:

$$M = \frac{the\ total\ score}{the\ number\ of\ students}$$

$$= \frac{3245}{42}$$

$$= 77.2$$

The average score of the test was 77.2. From the result of the test, it was known that there was an improvement in students' ability in writing simple English sentence. It increased 0.94 point from the result of pre-test. The number of students who failed in the test also decreased. There was only a student who was categorized as a poor achiever. The number of students who categorized as good to excellent achiever increased from 8 became 14 students.

4.4 Result of Cycle Two

Cycle two took two meetings. The first meeting was on Sunday, 2ndmay 2011. The second meeting was on Tuesday, 3rd may 2011, Generally, the procedure of teaching learning activity in this cycle was almost the same as the previous cycle. The first meeting was used as building knowledge of field and modeling of text stages, and the next meeting was used as joint construction of text and independent of text stages. The main concern on this cycle was on making the students'writing more coherent and better than before. However, I still tried to develop the other components.

The result of cycle two could be seen in appendix 4. The test result of cycle two was classified as follows:

Table 3. The Classification of Students' Test on Cycle 2 According to Harris (1969:93).

score	Frequency	Classification
<65	16	Average

75	18	Average to good
85	8	Good excellent

Here is the average of the students' test result:

$$M = \frac{the\ total\ score}{the\ number\ of\ students}$$

$$= \frac{3375}{42}$$

$$= 80.35$$

The average of the test was 80.35. The improvement was 3.15 from the cycle 1 result. It was as not high as the improvement of the first cycle. Based on the scores above, it showed that generally, the students' ability in writing Simple English sentence improved. Most of them were able to write more coherent and rich of ideas.

Based on the KTSP (2006) criterion, 75.65 was considered to be successful. The result was higher than the result of pre-test and cycleone. All of students were also categorized as average, good, and excellent achievers.

4.5 Result of Post-Test

After conducting two cycles, I saw that the students had improved their writing in Simple English sentence. Yet, their ability had to be assessed once again by conducting post test. The post-test was conducted on Tuesday, 3rdMay 2011.Before doing the post-test, I told the students that they had showed greatimprovement, even though in the post-test they had to work alone. I made them sure that they could do their best. Then I reviewed the material once again

briefly. The procedure of the pre-test was the same as the procedure of post-test. The result of post-test could be seen in appendix 5. The students, score improved significantly. All of students got mark more than 75. It showed that the students' ability in writing Simple English sentence increased. The classification of the students test result could be presented as follow.

Table 4. The Classification of Students' Post-test According to Harris (2006:93).

Test score	Frequency	Level of Achievement
75	3	Average to good
80	26	Good
90	11	Excellent
100	3	Good to excellent

The average of the students' post-test was as follow:

$$M = \frac{the\ total\ score}{the\ number\ of\ students}$$

$$= \frac{3580}{42}$$

$$= 85.23$$

The mean of post-test showed that there was an improvement in students' ability in writing Simple English sentence after given the treatment by using Number Head Together Words Game. Compared to the score of pre-test that was the score of post test had improved 8.94 point.

After knowing the result of cycle one, I found that some students' score under the standard their score had improved. Therefore, I conducted the cycle two.

In the end of cycle two, I distributed a test. The result was very good. The mean was 80.35 or increased 3.15 from the result of cycle one. After being treated for two cycles, most of them were better in writing.

The last test was post-test. In this test, the score was 85.23 or increased 8.94 compared to pre-test.

4.6   Result of Teacher's Journal

In this research, teacher's journal was a non-test instrument that was used to know the development of the teaching and learning process. Teacher's journal was written by the teacher of the class that observed the teaching   learning process.There were two teacher's journals in this research. They were teacher's journal for cycle one and teacher's journal for cycle two. Each journal consisted of five points to be observed.

4.6.1 Teacher's Journal for Cycle One

The results of teacher's journal for cycle one was as follows. First, thing   to be observed was students' attention picture as technique. The students' showed a great interest in learning English by using Number Head Together Words Games. The Number Head Together were eye-catching, so the students were very interested.

The   next   thing to be observed was students'attitude toward the lesson. Actually, most of students paid attention to the lesson. There were only some of students who sometimes made little noise. However the learning process seemed manageable and fun.

The third thing to be observed was students' response to the lesson. The students seemed very attracted with the lesson. They could join the question and answer session. Then, they also seemed enjoyed in every single technique and picture used by the teacher.

The following thing to be observed was teaching learning situation. Based on the teacher's observation teaching learning situation ran well.

Based on the explanation above, it could be concluded that the use of Number Head Together Words Game as technique was effective. Moreover, the students joined the lesson happily.

4.6.2 Teacher's Journal for Cycle Two

Similar to the previous teacher's journal for cycle one, teacher's journal for cycle two contained five aspects to be observed. The first are: Students' attention toward simple English sentences, Students' attitude during the lesson, Students' response to the learning process, Teaching-learning situation and the last are using Number Head Together words game. First thing that was observed was students'attention to pictures. The same as the first cycle the students also showed great. Interest in learning English by using Number Head Together Words Game.

The next thing to be observed was students' attitude toward the lesson. The learning process seemed manageable and fun. Almost all of students showed their intension in the teaching and learning process.

The third thing to be observed was students' response to the lesson. Then, they also seemed enjoyed the technique and technique used by the teacher. They responded positively toward the lesson.

The following thing to be observed was teaching learning situation. Based on the teacher's observation teaching learning situation ran well.

The last thing to be observed was Number Head Together Words Game. Based on the observation, the teacher could explore the use of picture as technique optimally. The students seemed very attracted with the use of these technique. In conclusion, generally the teaching learning situation ran well. Both the teacher and students enjoyed the teaching and learning process.

4.7 interpretation of the Findings

In my research, besides using technique, I also used student teams achievement divisions.Therefore, I divided the students into 7 groups. Each group consisted of 6 students. Then, I explained about simple English sentence by using Number Head Together Words Game. To measure the students' ability in writing simple English sentence after given the treatment I delivered a formative test for cycle one.

Knowing the result of cycle one, I considered conducting the second cycle since there were some students who had not fulfilled the criterion. Mostly, their failure was caused by their error in using simple present tense. The procedure of conducting cycle two was almost the same as the procedure in cycle one. The students were enthusiastic in joining the lesson. They were more active than in the first cycle, especially in elaborating the simple English sentences by using Number Head Together Words Game technique. In the end of cycle two, I also

delivered a test. The result of the test was satisfying. All of students succeeded in fulfilling the standard that is 75.

In this study, I introduced a new technique in simple English sentence that was Number Head Together Words Game. This technique helped the students to write acceptable and meaningful of simple English sentence. Moreover, their essays were richer in term of the ideas. The result showed significant improvement from pre-test that was 76.29 became 85.23. It means that the result increased 8.94

The students' attitude towards the learning process was also good. The students were interested in the material given during the research. Based on the objective of this study, the students' ability in writing simple English sentenceimproved. The students' positive attitude toward writing simple English sentence was also good. It meant that Number Head Together Words Game could develop students' ability in writing simple English sentence. Moreover, Number Head Together Words Game could also develop students' positive attitude toward writing simple English sentence.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This final project ends with conclusions and suggestions.

5.1 Conclusions

Based on the research results and discussions, there are two main points that can be concluded :

(1) Number Head Together contribute to the development of the ability in writing simple English sentences of the fourth grade students of SDN Petompon 02 Semarang in the academic year 2010/2011. Analysis of pre-test, cycle one, cycle two, and post-test show that there is a difference in students'writing achievement before and after being treated by using Number Head Together in learning simpe English sentences. The average of the students' result in the pre-test was 76.29, in cycle one test was 77.2, in cycle two test was 80.35, and in the post-test was 85.23. It proved that the result of the post-test was better than the score of KTSP (2006) standard that is 75. The treatment in fact help the students to write simple English sentence. Therefore, Number Head Together create the students to write aacceptable and meaningful simple English sentence.

(2) Number Head Together contribute to the development of the positive attitude in writing simple English sentence of the fourth grade students of SDN 02 Petompon 02 Semarang in the academic year 2010/2011. The students are more attracted, more active, and more interested during the learning process. They respond the lesson well, and seem that they enjoy the entire of the lesson. Moreover, Number Head Together also helps the students in eliminating their boredom of the conventional English teaching learning. In short, Number Head Together attracts the students in studying English. This technique is very useful to teach the students especially in teaching simple English sentence.

5.2 Suggestions

Based on the conclusions above, some suggestions are offered.

(1) For English teacher

In teaching writing, such as writing simple English sentence, teachers need interesting teaching technique to attract the students'attention and enable them in internalizing the ideas and build those ideas into a meaningful sentences. Number Head Together can be used as one alternative technique in teaching simple English sentence.

(3) For future researchers

For future researchers who are especially going to conduct similar research on using Number Head Together, some suggestions are offered. First, the researcher should maximize the use of technique in the teaching and learning process. Realizing that technique can work better with the help of any techniques, the future researcher should apply the interesting techniques in using Number Head Together as technique. Second, the researchers can use Number Head Together Words game not only use in elementary school,they can use at junior high school or senior high school, Moreover, the researcher should prepare the Number Head Together well.Therefore, it is easy for the students to explore the ideas in the Number Head Together.

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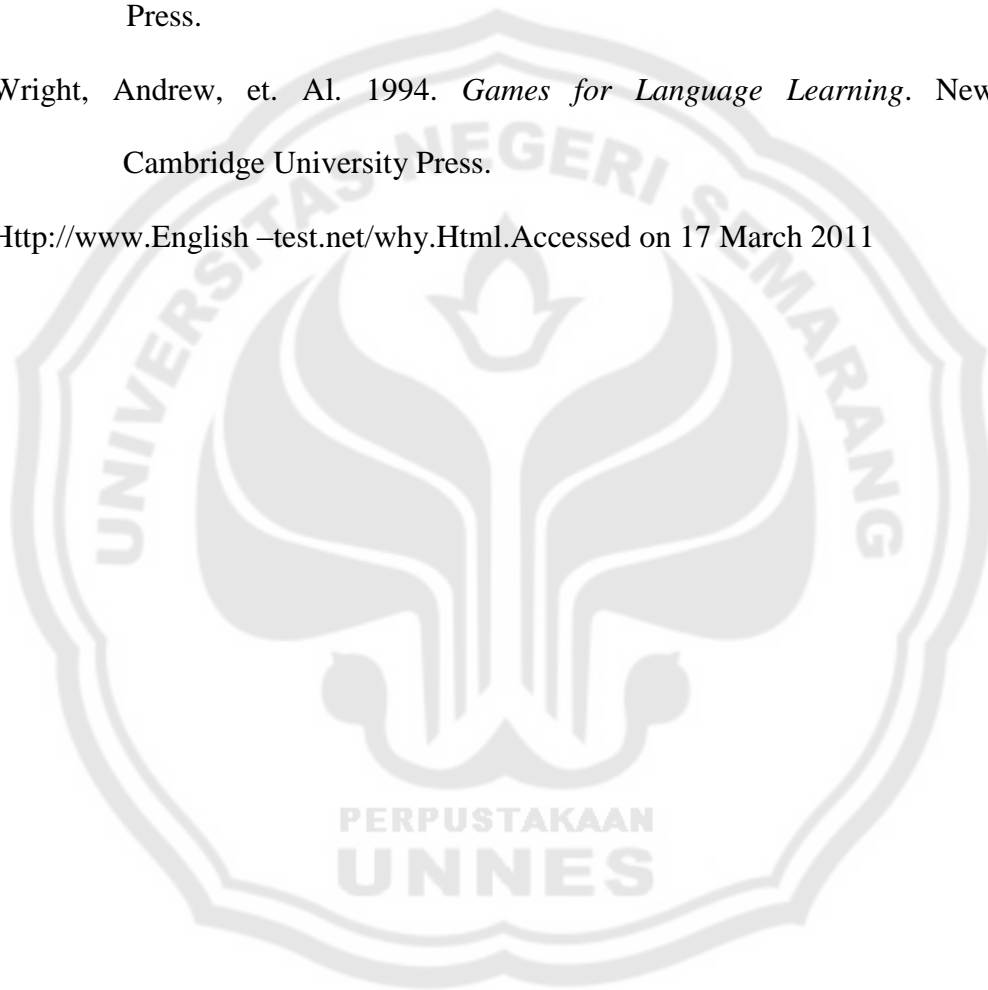
APPENDIX 1

The result of the Pre-Test

No	Students Code	Pre-Test
1	UC-01	76
2	UC-02	73
3	UC-03	83
4	UC-04	96
5	UC-05	76
6	UC-06	83
7	UC-07	72
8	UC-08	73
9	UC-09	70
10	UC-10	83
11	UC-11	76
12	UC-12	83
13	UC-13	73
14	UC-14	86
15	UC-15	86
16	UC-16	83
17	UC-17	83
18	UC-18	73
19	UC-19	93
20	UC-20	83
21	UC-21	86
22	UC-22	80
23	UC-23	80
24	UC-24	76
25	UC-25	80
26	UC-26	83
27	UC-27	93
28	UC-28	83
29	UC-29	76
30	UC-30	86
31	UC-31	76
32	UC-32	86
33	UC-33	86
34	UC-34	96
35	UC-35	96
36	UC-36	100
37	UC-37	100

38	UC-38	96
39	UC-39	93
40	UC-40	96
41	UC-41	83

APPENDIX 2

The result of the cycle 1

No	Students Code	Cycle 1
1	T-01	96
2	T-02	96
3	T-03	84
4	T-04	92
5	T-05	72
6	T-06	92
7	T-07	100
8	T-08	92
9	T-09	88
10	T-10	100
11	T-11	76
12	T-12	88
13	T-13	96
14	T-14	92
15	T-15	96
16	T-16	88
17	T-17	100
18	T-18	100
19	T-19	100
20	T-20	88
21	T-21	88
22	T-22	88
23	T-23	80
24	T-24	84
25	T-25	80
26	T-26	88
27	T-27	96
28	T-28	84
29	T-29	76
30	T-30	88
31	T-31	76
32	T-32	88
33	T-33	88
34	T-34	96
35	T-35	96
36	T-36	100
37	T-37	88

38	T-38	96
39	T-39	92
40	T-40	96
41	T-41	88
42	T-42	96

APPENDIX 3

No	Students Code	Cycle 2
1	T-01	90
2	T-02	95
3	T-03	100
4	T-04	95
5	T-05	75
6	T-06	95
7	T-07	100
8	T-08	95
9	T-09	90
10	T-10	100
11	T-11	80
12	T-12	90
13	T-13	100
14	T-14	95
15	T-15	95
16	T-16	90
17	T-17	100
18	T-18	100
19	T-19	100
20	T-20	90
21	T-21	90
22	T-22	90
23	T-23	80
24	T-24	90
25	T-25	80
26	T-26	90
27	T-27	100
28	T-28	85
29	T-29	80
30	T-30	90
31	T-31	80
32	T-32	90
33	T-33	90
34	T-34	100
35	T-35	100
36	T-36	100
37	T-37	90
38	T-38	100

The result
of the cycle 2

39	T-39	95
40	T-40	100
41	T-41	90

APPENDIX 4
The Result of Poet Test

No	Students Code	Post-Test
1	T-01	90
2	T-02	95
3	T-03	100
4	T-04	95
5	T-05	75
6	T-06	95
7	T-07	100
8	T-08	95
9	T-09	90
10	T-10	100
11	T-11	80
12	T-12	90
13	T-13	100
14	T-14	95
15	T-15	95
16	T-16	90
17	T-17	100
18	T-18	100
19	T-19	100
20	T-20	90
21	T-21	90
22	T-22	90
23	T-23	80
24	T-24	90
25	T-25	80
26	T-26	90
27	T-27	100
28	T-28	85
29	T-29	80
30	T-30	90
31	T-31	80
32	T-32	90
33	T-33	90
34	T-34	100
35	T-35	100

36	T-36	100
37	T-37	90
38	T-38	100
39	T-39	95
40	T-40	100
41	T-41	90
42	T-42	95

LESSON PLAN

School	:	SDN 02 PETOMPON
Subject	:	English
Class/ Semester	:	IV/ II
Language Skill	:	Writing
Time Allotment	:	2 x 35 minutes

A. Standard of competence

1. spellingandcopyingverysimplesentencesin thecontextof daily life.

B. Basic competence

1. write simple sentences appropriately and the thanking of daily life

C. Learning Objectives

by the end of the lesson, the students are expected to be able to arrange

simple English sentences about parts of the body by using NHT words Game.

D. Learning methods

Strategi Number Head Together Words Game

E. Activities :

Building knowledge of the field

1. Teacher greets the Students.

2. Teacher mentions parts of human body .

3. Teacher asks questions about parts of human body.

    a. Do you know what is that ? (Teacher raise her hand)

    b. Do you know the english word for "tangan"?

    c. How many hands do you have?

    d. Is it a stomach?

4. Students answer the Teacher questions orally.

5. Teacher writes the Students answer on the blackboard and discuss them.

Modeling of the text

1. Teacher mentions the parts of human body by using simple language while applying Number Head Together Words Game technique.

Here are the procedures techniques :

   a. Teacher shows a set of NHT Words Game to the students

      "Foot this is my is"

   b. Teacher arranges the random words into a correct simple sentence

      This   is   my   foot

   c. Teacher rewrites her correct sentence on the black board.

      This is my foot

   d. Teacher explains simple sentences in the form of present tense.

Joint construction of the Text

1. Teacher and Students together arrange the NHT Word Game.

2. Teacher asks Students to work in group to play NHT WordsGame.

   The method of playing NHT Words Game :

a) Divide the students into groups of four and give each one a number from one to four.

b) Pose a question or a problem to the class.

c) Have students gather to think about the question and to make sure everyone in their group understands and can give an answer.

d) Ask the question and call out a number randomly.

e) The students with that number raise their hands, and when called on, the student answers for his or her team.

F. assessment

1. form of instrument (attached)

Semarang, April 2011

Researchers

Kamilatun Azizah

LESSON PLAN

School	:	SDN 02 PETOMPON
Subject	:	English
Class/ Semester	:	IV/ II
Language Skill	:	Writing
Time Allotment	:	2 x 35 minutes

A. Standard of competence

2. spellingandcopyingverysimplesentencesin thecontextof daily life.

B. Basic competence

2. write simple sentences appropriately and the thanking of daily life.

C. Learning Objectives

by the end of the lesson, the students are expected to be able to arrange simple

English sentences about colors by using NHT words Game.

D. Learning methods

Strategi Number Head Together Words Game

E. Activities.

Building knowledge of the field

1. Teacher greets students.

2. Teacher shows the colors of the colored pictures of bicycle and then sticks it

on the blackboard.

3. Teacher asks questions about the pictures :

a. Do you know about the pictures?

b. Do you know the English word for "sepeda"?

c. What colors are they?

4. Students answer the teacher's questions orally

5. Teacher writes the students's answer on the blackboard and discusses them.

Modeling of the text

1. Teacher mentions the colors of the bicycle by using simple language while applying NHT words game.

2. Here are the procedures techniques :

   a. Teacher shows a set of NHT Words Game to the students.

   Blue   this   a   bicycle   is

   b. Teacher arrange random words into a correct simple sentence

   this   is   a   blue   bicycle

   c. Teacher rewrites her correct sentence on the blackboard.

   This is a blue bicycle

   d. Teacher explains simple sentences in the form of present tense.

Joint construction of the Text

1. Teacher and students together arrange the NHT Words Game

2. Teacher asks the students to work in group to play NHT Words Game

3. The method of playing NHT Words Game :

   a. Divide the students into groups of four and give each one a number from one to four.

   b. Pose a question or a problem to the class.

   c. Have students gather to think about the question and to make sure everyone in their group understands and can give an answer.

   d. Ask the question and call out a number randomly.

e. The students with that number raise their hands, and when called on, the
student answers for his or her team.

F. assessment

1. form of instrument (attached)

Semarang,   2011

Researcher

SIMPLE PRESENT TENSE

➢ **Present tense of verb be**

Positive form

→ This is my hand

→ It is hair

→ These are my fingers

Negative form

→ This is not my hands

→ It is not hair

→ These are not my fingers

Interrogative form

→ Is this your hands?

→ Is it hair?

→ Are these my fingers?

Pattern of present tense form of other verbs

1. **Positive form**

I,we,you,they	Verb	
He,she,it,singular name of people,noun	Verb+s/es	complement

Example : I have two hands

She has long hair

B .Negative form

To make the negative sentences in the simple present tense ,we do not or does

not after the subject.the pattern is :

I,we,you,they	Do not+ verb	
He,she,it,singular name of people,noun	Does not + verb	complement

Example : I do not have two hands

She does not have long hair

C.Interrogative Form

To make interrogative sentences or yes/no question in the simple present tense, we put do/does before the subject.the pattern is :

Do	I,we,you,they		
Does	He,she,it,singular name of people,noun	verb	Complement?

Example : Do I have two hands?

Does she have long hair?

SIMPLE PRESENT TENSE

➤ Present tense of verb be

Positive form

→ This book is green

→ The shoes are red

→ It is a black cat

Negative form

→ This book is not green

→ The shoes are not red

→ It is not a black cat

Interrogative form

→ Is this green book?

→ Are the shoes red?

→ Is it a black cat?

Pattern of present tense form of other verbs

I,we,you,they	Verb	
He,she,it,singular name of people,noun	Verb+s/es	complement

Example : he wears a green T- shirt

   I have a brown bag

   A .Negative form

To make the negative sentences in the simple present tense ,we do not or does not after the subject.the pattern is :

I,we,you,they	Do not+ verb	
He,she,it,singular name of people,noun	Does not + verb	complement

Example : : He wears a not green T- shirt

I have not a brown bag

Interrogative Form

To make interrogative sentences or yes/no question in the simple present tense, we put do/does before the subject.the pattern is :

Do	I,we,you,they		
Does	He,she,it,singular name of people,noun	verb	Complement?

Example : doeshe wears a green T- shirt?

Have I a brown bag?

ENGLISH TEST
SD N 02 PETOMPON SEMARANG
Academic Year   : 2010 / 2011
Time allotment   : 35 minutes

Name : ....   **Absent : ....**   **Class :**
IV

a. I like pineapples   c. I like durian

b. I like orange   d. I like strawberies

1. Dea has some strawberies. They are ....

a. red   c. green

b. white   d. brown

6. This is a ... apple.

a. red   c. green

b. yellow   d. purple

2. I have a bicycle. It is ....

a. purple   c. yellow

b. black   d. green

7. This is a ... papaya

a. purple   c. red

b. purple   d. green

3. Mother has chili. They are ....

a. brown   c. green

b. yellow   d. red

8. At-shirtred   he
   1   2   3   4
   usingis
   56
   The correct order is ....

a. 5-4-1-2-3-6   c. 4-6-5-1-3-2

b. 6-4-5-1-3-2   d. 1-2-3-4-5-6

4. A: Could you show me the picture about the green color?
   B: Of course, this is ....

a.   c.

b.   d.

9. A: What color is our national flag?
   B: Our national flag is ....

a. red and blue   c. red and white

b. white and red   d. blue and yellow

5. What kind of fruit do you like?

10. This shoe is ....

a. yellow   c. brown

b. green   d. red

11. The colours of my uniform are....

a. red and blue   c. red and white

b. white and yellow   d. green and white

12. The colour of this fruit is....

a. red   c. green

b. white   d. orange

13. Alisa is wearing a ... t-shirt.

a. yellow   c. red

b. orange   d. white

14. The colour of these shoes are....

a. brown   c. black

b. red   d. purple

15. A: What the colour of this airplane?
B: The colour of this airplane is....

a. green   c. black

b. white   d. brown

16. This is a....

a. red frog   c. purple frog

b. yellow frog   d. green frog

17. Pasha is wearing a ... shirt.

a. green   c. brown

b. red   d. purple

18. Rina has long ....

a. hair   c. mouth

b. tooth   d. head

19. I have two...

a. hands   c. tooth

b. foot   d. fingers

20. This is...

a. leg   c. hand

b. nose   d. head

21. I have two ....

a. stomach   c. neck

b. eyes   d. hand

22. A: What is that?
B : It is ....

a. nail   c. hand

b. hair   d. stomach

23. <u>Have</u>   <u>we</u>   <u>two</u>
   1   2   3
<u>ears</u>
  4

a. 1-2-3-4   c. 4-3-2-1

b. 2-1-3-4   d. 3-1-2-4

24. We walk using our.....

a. feet   c. stomach

b. hand   d. head

25. What is that?

a. teeth   c. tongue

b. mouth   d. lips

26.   What is that?

a. neck   c. mouth

b. cheek   d. arm
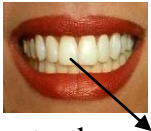
27.   The picture is ....

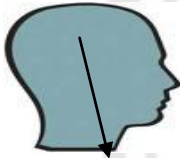a. teeth   c. foot

b. hand   d. head

28.   A: What is that?
                                  B: it is.....

a. hair   c. fingers

b. foot   d. arm

29.   A: Do you know
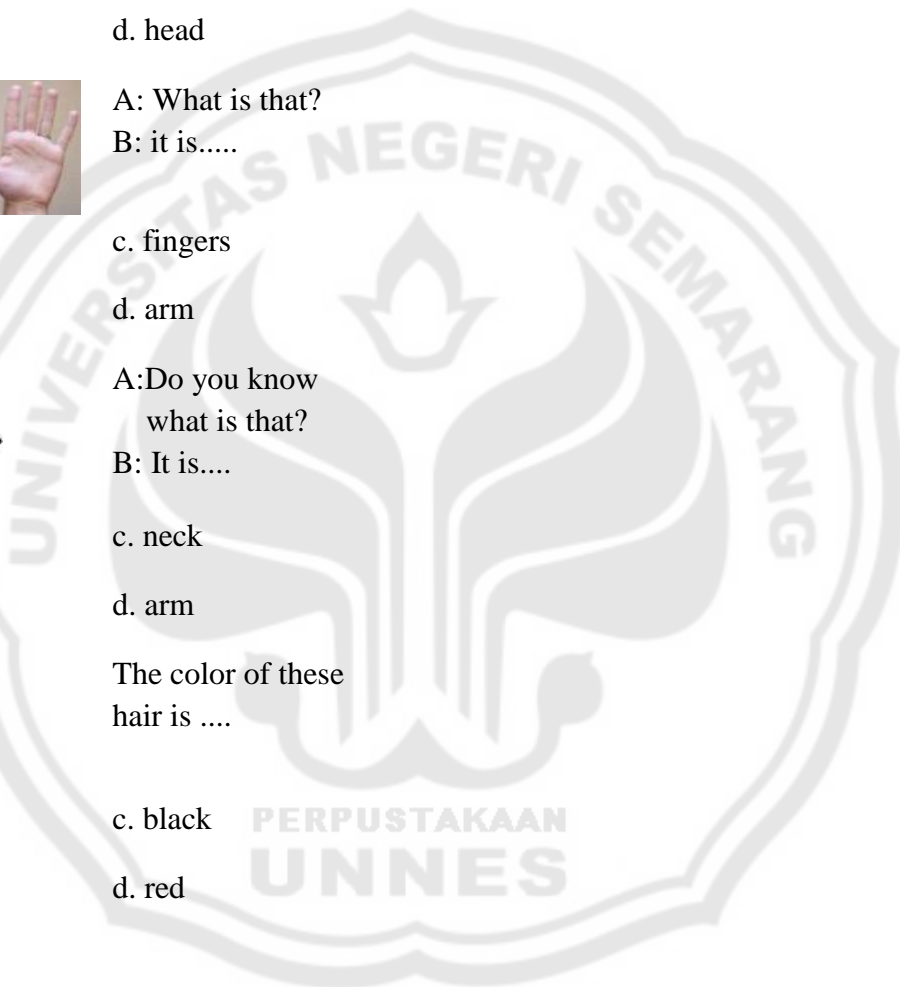   what is that?
                                  B: It is....

a. head   c. neck

b. hands   d. arm

30.   The color of these
                                  hair is ....

a. orange   c. black

b. green   d. red

POST TEST

Arrange this jumble words.

1. | | This | motorcycl | is | black |

2. | has | a | bus | he | blue |
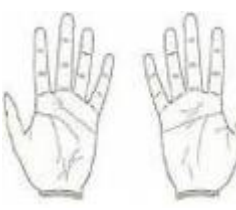
3. | is | flower | it | yellow |

4. | green | my | bicycle | is |

5. | Dea | strawberies | has | two | red |

6. | Rio | has | dictionary | a | green |

7. | hav | I | | two |

8. | two | hands | do | have | you |

9.

| is | my | foot | it |

10.

| have | I | nos |