THE EFFECTIVENESS OF ORAL CUE TECHNIQUE TO FACILITATE STUDENT’S ORAL USE OF SIMPLE PAST TENSE
(An Experimental Research at the Eighth Grade of SMP Islam Walisongo Kedungwuni Pekalongan in the Academic Year of 2013/2014)

FINAL PROJECT

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

By:
MUNISA NUR
093411044

TARBIYAH AND TEACHER TRAINING FACULTY WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES SEMARANG 2013
Dear Sir,
Dean of Faculty of Tarbiyah
Srare Institute of Islamic Studies
(IAIN Walisongo Semarang)

Assalamu'alaikum Wr. Wb

After correcting it to whatever extent necessary, we state that this final project belong to student as below:
Name : Munisa Nur
Reg. Number : 093411044
Department : English
Title : The Effectiveness of Oral Cue Technique to Facilitate Student Oral Use of Simple Past Tense (An Experimental Research at Eight Grade of SMP Islam Walisongo Kedungwuni Pekalongan in the Academic Year of 2013/2014)

is ready to be submitted in joining last examination.

Wassalamu'alaikum. Wr. Wb

Semarang, 17 October 2013
Advisor

[Signature]

Dra. Hj. Siti Mariam, M. Pd
NIP.19650727 199203 2002
RATIFICATION

Thesis with the following identification:
Title : "THE EFFECTIVENESS OF ORAL CUE TECHNIQUE TO FACILITATE STUDENT'S ORAL USE OF SIMPLE PAST TENSE" (An Experimental Research at the Eighth Grade of SMP Islam Walisongo Kedungwuni Pekalongan in the Academic Year of 2013/2014)

Name of Student : Munisa Nur
Student Number : 093411044
Department : Tadris
Field of Study : English Language Education

had been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo State Institute for Islamic Studies and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, 13 Desember 2013

THE BOARD OF EXAMINER

Chair Person,

Achmad Sudja’i, Drs. M.Ag.
NIP. 19510819761223001

Secretary,

Siti Tarwiyah, S.S.M.Hun
NIP. 19721008 199903 2 001

Examiner I,

M. Nafi Annuri, M.Pd.
NIP. 19780719920005011007

Examiner II,

Siti Tarwiyah, S.S.M.Hun
NIP. 19721008 199903 2 001

Advisor,

Dra. Hj. Siti Mariam, M.Pd.
NIP. 19650727 199203 2002

Dra. Hj. Siti Mariam, M.Pd.
NIP. 19650727 199203 2002
ABSTRACT


Key words: Teaching, Oral Cue Technique, and Experimental.

This thesis discusses The Effectiveness of Oral Cue Technique to Facilitate Student Oral Use of Simple Past Tense to the second grade of secondary school. The background of the study in this research is the main difficulty faced by the students in speaking skills is to arrange all the ideas which they hear to make an understanding.

One of the efforts which can be applied both by the students themselves and also English teacher is by accustoming the students with speaking English at school. It is important for the students and the English teacher to have English days or the other activities which can motivate or stimulate the students to be more active in increasing their English skills, especially speaking.

The problems of this research can be stated as follow:”Is oral cues technique effective to facilitate student oral use of simple past tense in SMP Islam Walisongo Pekalongan?” and “What are the problems of using oral cues technique that probably occur in learning simple past tense in SMP Islam Walisongo Pekalongan?”

The purpose is to know whether teaching grammar using oral cues technique is effective or not and to describe the problems of using oral cues technique that probably occur in learning simple past tense.

The method of this research is experimental study. The data is obtained by giving test to the experimental class and control class after giving a different learning to both classes.

The number of the subjects is thirty five in each class. VIII B is as control class (the students who are not taught by Oral Cue Technique) and VIII C is as experimental class (the students who are taught by Oral Cue Technique).

The instruments used to collect data are: observation and test. There are two kinds of test. They are pre test and post test. Pre test is
undertaken before treatment while post test is undertaken after treatment.

The result of the research showed that the use of Oral Cue Technique as technique in teaching simple past was effective. There was significant difference in the achievement between students in class VIII B (control class) and class VIII C (experimental class). It showed the mean of the experimental class is higher than control class (86.00>80.43). On the other hand, the test of hypothesis shows the value of the t-test is higher than of the t-table. The value is (2.740>1.68). The hypothesis is accepted.
A THESIS STATEMENT

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

Semarang, 17 October 2013
The writer,

Munisa Nur
093411044
MOTTO

1. We pray to You and only to You we ask for help (Q.S Alfatihah: 5)
2. Verily, with every difficulties there is a relief (Q.S Al insyiroh: 6)
3. Allah will never change the conditions of people if they do not try changing their condition (Q.S Arra’du: 1)
DEDICATIONS

This final project dedicated to:

1. My beloved husband (Mz Ma’ruf) who always prays, helps, and supports me morally and spiritually.
2. My beloved child (Failan) who always give me motivation.
3. My beloved parents, Mr Ichsanudin and Mrs Rosyida who never tired pray and help me in so many cases.
ACKNOWLEDGEMENTS

First, the writer praises to Allah SWT who has given health, spirit, inspirations and protections. So the writer can finish this final project successfully entitled “The Effectiveness of Oral Cue Technique to Facilitate Student’s Oral Use of Simple Past Tense (An Experimental Research at the Eighth Grade of SMP Islam Walisongo Kedungwuni Pekalongan in the Academic Year of 2013/2014)”.

Peace and salutation to the prophet Muhammad SAW who has brought us from the darkness to the brightness.

The writer realized that cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. The writer wishes, however to give my sincerest gratitude and appreciation to:

1. Dr. Suja’I, M. Ag as the Dean of Tarbiyah and Teacher Training Faculty.
2. Siti Tarwiyah, M. Hum as the Head of English Department.
3. Dra. Hj. Siti Mariam. M. Pd as the advisor for their patience in providing careful guidance, helpful correction, very good advice as well as suggestion and encouragement during the consultation.
4. Lectures in English Department of Tarbiyah and Teacher Training Faculty for valuable knowledge, guidance and advices during the years of my study.
5. Library officials who always give good service related with the references this thesis.

6. Inayah, S. Pd as the headmaster of SMP Islam Walisongo Kedungwuni Pekalongan who had allowed the researcher to carry out the research in her school. Mustaqim, S. Pd as the English teacher of grade VIII B and VIII C who had conducted the research in their school. VIII B and VIII C students, thank for the coorperation, and the school administrative staff.

7. My beloved husband and child. Love and miss are always for them. Thank you for valuable effort and support in finishing this final project.

8. My dear parents, love and respect are always for them.

Semarang,

The writer.
# TABLE OF CONTENTS

| PAGE OF TITLE | ................................................................. | i |
| ADVISOR APPROVAL | ........................................................................ | ii |
| RATIFICATION | ........................................................................ | iii |
| ABSTRACT | ........................................................................ | iv |
| THESIS STATEMENT | ........................................................................ | vi |
| MOTTO | ........................................................................ | viii |
| DEDICATION | ........................................................................ | viii |
| ACKNOWLEDGEMENTS | ........................................................................ | ix |
| TABLE OF CONTENTS | ........................................................................ | xi |
| LIST OF TABLES | ........................................................................ | xiv |
| LIST OF APPENDICES | ........................................................................ | xv |

## CHAPTER I. INTRODUCTION

A. Background of the Study ................................................................. 1
B. Reason for Choosing the Topic ..................................................... 5
C. Research Question ........................................................................ 6
D. Objective of Study ........................................................................ 6
E. Significance of the Study ............................................................... 7

## CHAPTER II REVIEW OF RELATED LITERATURE

A. General Concept of Oral Cue Technique ........................................ 8
   1. Definition of Technique .......................................................... 8
   2. Oral Cue Technique .................................................................. 9
   3. Teaching Past Tense through Oral Cue Technique ..................... 10
B. Grammar Teaching Learning .......................... 14
   1. Definition of Grammar .......................... 14
   2. Approach of Grammar Teaching Learning 16
   3. Student Grammar Understanding Test ...... 20
   4. Method Involving Grammar Aspect .......... 21
C. General Concept of Simple Past Tense .......... 22
   1. Definition of Simple Past Tense .......... 22
   2. Usage of Simple Past Tense ................. 24
   3. Formula of Simple Past Tense .............. 26
   4. Regular and Irregular Verb ................. 31

CHAPTER III. METHODS OF RESEARCH
A. Research Design ........................................ 35
B. Research Setting ........................................ 36
C. Subject of the Research .............................. 37
D. Variable and Indicator of Study .................. 39
E. Data Collection Technique .......................... 40
F. Data Analysis ........................................... 45
G. Research Procedure .................................... 50

CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION
A. Description of the Result Research .............. 54
B. The Data Analysis and Test of Hypothesis ...... 55
C. Discussion of the Research Finding ............. 78
D. Limitation of the Research Findings ............. 78
CHAPTER V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions ................................................................. 80
B. Suggestions ................................................................. 81
C. Closing ................................................................. 83

BIBLIOGRAPHY
APPENDIXES
CURRICULUM VITAE
# LIST OF TABLES

Table 1  
Validity of Each Item

Table 2  
Criteria of Degree of Difficulty

Table 3  
Degree of Difficulty of Each Item

Table 4  
The Table of Discriminating Power of Item Number

Table 5  
The List of the Experimental and Control Class Pre-test Score

Table 6  
Observation Frequency Value of Pre-Test of the Experimental Class

Table 7  
Observation Frequency Value of Pre-Test of the Control Class

Table 8  
The Result of Pre Test

Table 9  
The Result of Pre Test

Table 10  
The List of the Experimental and Control Class Post-test Score

Table 11  
Frequency Distribution of the Experimental Class Post-test

Table 12  
Frequency Distribution of the Experimental Class Post-test

Table 13  
The Result of Post Test

Table 14  
The Result of Post Test
LIST OF APPENDICES

Appendix 1 Instrument for Pre-test
Appendix 2 Answer Key of Pre –test
Appendix 3 Instrument for Try-out Test
Appendix 4 Instrument for Post-test
Appendix 5 Answer Key of Post –test
Appendix 6 Observation Form of Students Understanding on Simple Past Tense
Appendix 7 Lesson Plan of the Experimental Class
Appendix 8 Lesson Plan of the Control Class
Appendix 9 The List of VII B (Control Class)
Appendix 10 The List of VII C (Control Class)
Appendix 11 The List of IX A (Try-out Class)
Appendix 12 Pre-Test Score of Experimental and Control Class
Appendix 13 Post-Test Score of Experimental and Control Class
Appendix 14 Validity, Reliability, Level of Difficulty, and Discriminating Power