

**CHAPTER II**  
**THE EFFECTIVENESS OF ORAL CUE TECHNIQUE**  
**TO FACILITATE STUDENT ORAL**  
**USE OF SIMPLE PAST TENSE**

**A. General Concept of Oral Cue Technique**

**1. Definition of Technique**

Jack Richards and Theodore Rodgers define a technique as “Implementation - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to be consistent with a method, and therefore in harmony with an approach as well”.<sup>1</sup> In addition, Jack Richards and Theodore Rodgers rename technique as procedure as quoted by Brown in his book, *Teaching by Principles*. They define technique as” The practice that is derived from one approach and design”.

H. Douglas Brown defines technique as “Any of wide variety of exercises, activities, or task used in the language classroom for realizing lesson objectives”.<sup>2</sup>

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<sup>1</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teachings* (United States: Cambridge University Press: 2001), 2<sup>nd</sup> Ed, p. 19

<sup>2</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (California: Longman, 2000 ), 2<sup>nd</sup> Ed, p. 22-23.

According to Antony's model, "Technique is the level at which classroom procedures are described".<sup>3</sup>

From the definition above the writer comes to an assumption that a technique is the operational instruction in the classroom

## 2. Oral Cue Technique

Cue has a meaning a signal given by teacher in order to produce a response by the students. Cue maybe words, signals, action, etc.<sup>4</sup>Dian Larsen-Freeman also called pictures and phrases as cue. <sup>5</sup>Here, the researcher used oral words as cue to drill simple past tense.

The implementation of oral cue technique is by drilling the student; teacher asks the student to repeat a sentence, and replace a word or phrase in the sentence with words, phrases or pictures.<sup>6</sup>

For example : The teacher reads a sentence, "Andrew read a magazine", and the student repeats it. The teacher gives cue picture.

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<sup>3</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teachings* (United States: Cambridge University Press: 2001), 2<sup>nd</sup> Ed, p. 19.

<sup>4</sup> Jack Richards at. all, *Longman Dictionary of Applied Linguistics*. (England: Longman Group(FE) Lid,1985),p.69

<sup>5</sup> Dianne Larsen-Freeman, *Technique and Principles in Language Teaching*, (Hong Kong: Oxford University Press, 2000), 2<sup>nd</sup> Ed, p.37.

<sup>6</sup> Dianne Larsen-Freeman, *Technique and Principles in Language Teaching*, (Hong Kong: Oxford University Press, 2000), 2<sup>nd</sup> Ed, p.37.

### Cue Picture



Based on the picture, the students answered, “Andrew did not read a magazine”. The answer Andrew did not read a magazine because the picture shows Andrew read a book

### **3. Teaching Past Tense through Oral Cue Technique**

Before the teacher teaches the material, she introduces the method that will be used in the classroom.

In the first part of the instruction, the teacher gives a new dialog and then students are expected to memorize the dialog that the teacher introduces. Sometimes she uses action to convey meaning, but no one word of the student’s native language is uttering. After she acts out the dialog, she says

“Ok, class. I am going to repeat the dialog. Listen carefully and no talking please”.

Two people walked along the said walked in town. They knew each other, and as they met, they stopped to talk.

One of them was Sally and the other one was Bill. I would talk for Sally and Bill. Listen to their conversation:<sup>7</sup>

- Sally : Good morning. Bill  
Bill : Good morning. Sally  
Sally : How are you?  
Bill : Fine, thanks and you?  
Sally : Fine, Where did you go yesterday?  
Bill : I went to the market  
Sally : What did you buy?  
Bill : I bought a lot of things.  
Sally : What were they?  
Bill : They were some fruits, some vegetables  
and some beverages.

“Listen once more. This time is to understand all that I have said”. Now she has the whole class repeat each of the line of the dialog after her dialog. They repeat each line several times before moving on to the next line. When the class comes to the line, I went to the market,” they stumble a bit in their repetition. The teacher, at this point, stopped the repetition and used a backward build-up drill (expansion drill). The teacher started with the need of the sentence and had the class repeated just the last word. Since they could do this, the teacher added a few more words, and the class

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<sup>7</sup> Dianne Larsen-Freeman, *Technique and Principles in Language Teaching*, (Hong Kong: Oxford University Press, 2000), 2<sup>nd</sup> Ed, p.36.

repeated the expanded phrase until the entire sentence was being repeated.

After the students have repeated the dialog several times, the teacher gave them a chance to adopt the role of Bill while she said Sally's line.

Next the class and the teacher switched the roles in order to practice a little more. Then the teacher divided the class in half so that each half got to try to say on their own either Bill's or Sally's line. To further practice the lines of this dialog, the teacher had all the boys in the class take Bill part and girls take Sally.

Finally, the teacher selected the students to perform the entire dialog for the rest of the class.

The teacher moved next to the second major phrase of the lesson. She continued to a single-slot substitution drill. The teacher began by reciting a line for the dialog, "I went to the market" following this she showed the students a picture of home and says the phrase, "The home." She paused, and then she said, "I went home." From her example the students realized that they were supposed to take the cue phrase (the home), which the teacher supplied, and put it in its proper place in the sentence.

Then she gave them their first cue phrase, "the drugstore". Together the students respond, "I went to the drugstore." The teacher smiles, "Very good!" She exclaimed.

The teacher cues” The park” The student chorus, “ I went to the park.” Each cue was accompanied by a picture as before. After the students have gone through sequence the drill three times, the teacher no longer provided a spoken cue phrase.<sup>8</sup>

Finally, the teacher increased the complexity of the task by leading the students in multiple-slot substitution-drill. In this class, teacher started by having the students repeat the original sentence from the dialog.” I went to the market”, then she gives cue “she”. The student understands and produces, “She went to the market”. The next cue the teacher offered was “to the park”. The students hesitated at first; then they responded by correctly producing. “She went to the park”. She continued at this manner. Sometimes provided a subject pronoun other times named location.

The substitution drills were following by a transformation drill. This type of drill asked students to change one type of sentence into another-in affirmative sentence into negative or interrogative. For example, I said. She went to the market.” You made a question by saying. “Did she go to the market?.”

The teacher modeled two more examples of this transformation, and then asks, “ Did everyone understand?”. OK, let us begin.”They went to the bank.” The class replied in

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<sup>8</sup> Dianne Larsen-Freeman, *Technique and Principles in Language Teaching*, (Hong Kong: Oxford University Press, 2000), 2<sup>nd</sup> Ed, p.39.

turn. “Did they go to the bank?” They transform approximately fifteen of these patterns, and then the teacher decided they were ready to move on to a question and answer drill.

After that, the teacher asked the student to change the sentence in to negative form and interrogative with the same way.

For the final few minutes of the class, the teacher returned to the dialogue with which she began the lesson. She repeated once, and they had the half of the class to their left do Bill’s lines and the half of the class to their right do Sally’s. This time there was no hesitation at all. The students moved through the dialog briskly. They traded roles and did the same. The teacher smiles, “Very good. Class dismissed”.<sup>9</sup>

## **B. Grammar Teaching and Learning**

### **1. Definition of Grammar**

Before moving forward to further discussion what should be discussed first is about the grammar itself. Actually there has been many definition stated by experts concerning to it, as Harmer had defined that “Grammar is a description of the rules for forming sentences, including an account of the

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<sup>9</sup> Dianne Larsen-Freeman, *Technique and Principles in Language Teaching*, (Hong Kong: Oxford University Press, 2000), 2<sup>nd</sup> Ed, p.40.

meaning that these forms convey”.<sup>10</sup> Further, *Oxford Learner’s Pocket Dictionary* pointed out that “Grammar is the rules for forming words and making sentence”.<sup>11</sup>

From the definition, it can be inferred that learning grammar is the same as learning how to produce appropriate sentence. There is no doubt that knowledge of grammatical rules is essential for the language mastery. The ability to communicate effectively and accurately is probably not attained quickly or efficiently through the pure communication practice in the classroom.

In other words, grammar is still needed in the classroom although it is not the main objective of language learning. Learning grammar becomes a prerequisite step before learning how to practice the language. According to Djoko Srijono Grammar has system as follows: number, tense and mood. The examples of system of number are singular or plural; the systems of tense are: past, present or future and the system of mood are declarative, interrogative or imperative and many others.<sup>12</sup> Because grammar does not stand alone, the

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<sup>10</sup> Scott Thornbury, *How to Teach Grammar*, (Malaysia: Longman, 2006), 9<sup>th</sup> Ed, p. 13.

<sup>11</sup> Oxford Learner’s Pocket Dictionary, (China: Oxford University Press, 2008) p.193.

<sup>12</sup> Djoko Srijono, *An Introduction Course of Linguistics*, (Surakarta: Muhammadiyah University Press 2001), p.128.



English learners are expected to be able to express the English language accurately, both in written and oral expression.

## 2. Approach of Grammar Teaching Learning

In general, there are two basic approaches to teach grammar; that are deductively and inductively. In deductive approach, the teacher presents the grammar rules and then gives students exercises in which they should apply the rules while in inductive approach, the teacher presents sample of language, and the students have to infer understanding from the rule.<sup>13</sup> Actually, both two approaches are appropriate for teaching grammar. They have their own advantages and disadvantages. As shown by Thornbury, the advantages of deductive approach are as follows.

- a. It gets straight to the point and can be time-saving because many rules are more quickly explained thereby allowing more time for practice and application.
- b. It confirms students' expectations about classroom learning, particularly for those with an analytical learning style.
- c. It respects the intelligence and maturity of many – especially adult students, and acknowledges the role of cognitive process in language acquisition

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<sup>13</sup> Scott Thornbury, *How to Teach Grammar*, (Malaysia: Longman, 2006), 9<sup>th</sup> Ed, p. 29.

- d. It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

On the other hand, the deductive approach has also disadvantages that are as follows.

- a. It may be frustrating for some students, especially younger one.
- b. Grammar explanation encourages a teacher-fronted, transmission style classroom.
- c. Explanation is seldom as memorable as other forms of presentation, such as demonstration.
- d. Such an approach encourages the belief that learning a language is simply a case of knowing the rules.<sup>14</sup>

In other words, this approach will be beneficial for the students whose analytical ability are high and give much opportunity for students to do more practice rather than the teachers' rules explanation. In contrary, it will be a hindrance for young learner to study grammar because they have not had the analytical ability yet.

The second approach to the grammar teaching learning, that is inductive approach, has many advantages and disadvantages as well. Here may be its advantages.

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<sup>14</sup> Scott Thornburry, *How to Teach Grammar*, (Malaysia: Longman, 2006), 9<sup>th</sup> Ed., p. 30.

- a. The rules learners discover for themselves are more likely to fit their existing mental structure than rules they have been presented and will make the rules more memorable and meaningful.
- b. Students are more actively involved in learning process, rather than being simply passive recipients.
- c. The mental effort involved ensure a greater degree of cognitive depth which again,ensures greater memorability.
- d. It is an approach which favours patern-recognition and problem-solving abilities which suggest that is particularly suitable for learners who like this kind of challenge.
- e. If the problem-solving is done collaboratively, and in the target language, learners get the oppurtunity for extra language practice.
- f. Working things out for themselves prepares students for greater self reliance and is therefore conductive to learner autonomy.

Besides, this approach has also its advantages. Here are the following.

- a. This approach frustrates students who, because of personal learning style or past learning experience, would prefer simply to be told the rule.

- b. The time and energy spent in working out rules may mislead student into believing that rules are the objectives of language learning, rather than means.
- c. The time taken to work out a rule may be at expense of time spent in putting the rule to some sort of productive practice.
- d. It can place heavy demands on teacher in planning lesson. They need to select and organize the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.
- e. Students may hypothesize the wrong rules or their version of the rules may be either too broad or narrow
- f. However carefully organized the data is, many language areas such as aspect and modality resist easy rule formulation.<sup>15</sup>

It can be said that students will understand easily what the grammar point is actually taught without telling them the rule directly because they are given opportunities to think more and infer the rule from the given examples. However, not all students will enjoy when they are taught using this approach because of their different learning styles.

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<sup>15</sup> Scott Thornbury., *How to Teach Grammar*, (Malaysia: Longman, 2006), 9<sup>th</sup> Ed, p. 54.

### 3. Student Grammar Understanding Test

After conducting the teaching, there should be assessment. Thornburry shows two kinds of test which are used to assess what the learners know and what they can do with that knowledge.<sup>16</sup>

#### a. Testing Grammar Using Discrete Item Test

It is a means of grammar test to assess the individual components of the learners' knowledge. This test is used to know what the learner knows and to test their competence. According to Thornburry it is appropriate to test students' understanding of any unit of the grammar system that is sufficiently narrowly defined to form the focus of test can be in multiple choice, completion, or gap fills format.

#### b. Testing Grammar in an Oral Performance Test

This kind of test is usually employed to assess learners' ability to communicate (performance). This test provides information about how well the learner can cope in situations of real life language use. The format test can be role plays, simulations, or informal chat. The criteria of assessment are decided according to fluency, complexity, and accuracy.

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<sup>16</sup> Scott Thornburry, *How to Teach Grammar*, (Malaysia: Longman, 2006), 9<sup>th</sup> Ed p. 142-147.

#### 4. Method Involving Grammar Aspect

Because of many viewpoints stating that grammar is an important language aspect should be possessed and mastered. It would be better to review some methods includes the grammar aspects in language teaching and learning. Following are some of them.

##### a. Grammar Translation Method

This method emphasizes grammar component to be taught, grammatical rules are given in quite large proportion and are taught deductively because the fundamental purpose of language learning is to be able to read literature written in the target language.<sup>17</sup>

##### b. Communicative Language Learning

This method has main objective in language teaching and learning; that is students' communication ability.<sup>18</sup>

##### c. Audio Lingual Method

The goal of this method is that students are hoped to be able to use the language communicatively. There are many drillings as forming habits in target language.<sup>19</sup>

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<sup>17</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (Hong Kong: Oxford University Press, 1986), 9<sup>th</sup> Ed., p. 9.

<sup>18</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (Hong Kong: Oxford University Press, 1986), 9<sup>th</sup> Ed. p. 121.

<sup>19</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (Hong Kong: Oxford University Press, 1986), 9<sup>th</sup> Ed., p. 35.

#### d. Direct Method

The direct method has been applied by language teacher for many years. The objective of learning is to make the learners communicate in target language. The direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids.<sup>20</sup>

Those methods might point out how grammar is seen as the aspect in language learning that can not be ignored at all. Each of them includes grammar to be taught in language learning either in deductive or inductive approach although it might just be taught in a little portion.

### C. General Concept of Simple Past Tense

#### 1. Definition of Simple Past Tense

The Simple Past Tense is used to talk about completed past events and activities. In simple past tense there are some expressions of past time. Expression of past time specify the time in the past when an action was completed. Here are some examples of past time:

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<sup>20</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (Hong Kong: Oxford University Press, 1986), 9<sup>th</sup> Ed., p. 23.

a. Yesterday

Example:

- Tom cleaned the house yesterday

b. The day before yesterday

Example:

- My sister washed and dry dishes the day before yesterday

c. Yesterday morning

Example:

- My father drank a cup of tea

d. Last month

Example:

- He did not buy a car last month.

e. Last week

Example:

- Some neighbors visited us on the porch last week

f. Last year

Example:

- We lived in apartment last year

g. In..... (year/month in past time)

Example:

- My mother born in 1965



h. On .....(month/day)november 15

Example:

- The shop closed on Sunday

i. Last night

Example:

- I stayed up late last night<sup>21</sup>

## 2. Usage of Simple Past Tense

### a. Completed Action in the Past

Use the simple past to express the idea that an action started and finished at specific time in the past.Sometimes, the speaker may not mention the specific time,but they have specific time in mind.

Example:

I went to market yesterday

John stayed in Jakarta last year

He did not read a book

### b. A Series of Completed Action

Use the simple past to list a series action in the past.

Example:

My sister finished play,entered her room and did her homework.

Did you add sugar and pour in the milk?

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<sup>21</sup> Elaine Krin and Darcy Jack, *Interaction Grammar*, ( New York: McGraw-Hill, 2006) p.108

He arrived from the airport at 8:00, checked into the hotel at 9:00 and met the others at 10:00.

c. Duration in the Past

The simple past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expression such as: for two years, for five minutes, all day, etc.

Example:

We waited you for one hour

My brother studied English for three years

My sister and I talked on the phone for ten minutes

d. Habits in the Past

The simple past can be used to describe a habit which stopped in the past. It can have the same meaning as “used to”. To make it clear that we are talking about a habit<sup>22</sup>.

Example:

I studied Japanese when I was child

She worked at the bookstore after school

Did you play a piano when you were child?

e. Past Fact or Generalization

The simple past can be used to describe past fact or generalization which are no longer true.

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<sup>22</sup> Simple Past, retrieved from <http://www.englishpage.com/verbpage/simplepast.html>, accessed on May 8, 2013

Example:

She did not like potatoes before

She was shy as a child, but now she is very outgoing.

Did you live in Japan when you were a kid?<sup>23</sup>

3. Formula of Simple Past Tense

**Forms of the simple past : Regular Verb**

a. Statement

S+V <sub>2</sub>	
Subject	Example
I	I worked yesterday
You	You worked yesterday
She	She worked yesterday
He	He worked yesterday
It	It worked yesterday
They	They worked yesterday
We	We worked yesterday

b. Negative

S+ did not+V <sub>1</sub>	
Subject	Example
I	I did not work yesterday

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<sup>23</sup> Simple Past, retrieved from <http://www.englishpage.com/verbpage/simplepast.html>, accessed on May 8, 2013

You	You did not work yesterday
She	She did not work yesterday
He	He did not work yesterday
It	It did not work yesterday
They	They did not work yesterday
We	We did not work yesterday

c. Question

Did+S+V <sub>1</sub> ?	
Subject	Example
I	Did I work yesterday?
You	Did you work yesterday?
She	Did she work yesterday?
He	Did he work yesterday?
It	Did it work yesterday?
They	Did they work yesterday?
We	Did we work yesterday?

d. Short Answer

Yes + S + did		
Example		
Yes	Subject	Did
Yes	I	Did
Yes	You	Did

Yes	She	Did
Yes	He	Did
Yes	It	Did <sup>24</sup>
Yes	They	Did
Yes	We	Did

No + S + did not		
Example		
No	Subject	did not
No	I	did not
No	You	did not
No	She	did not
No	He	did not
No	It	did not
No	They	did not
No	We	did not <sup>25</sup>

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<sup>24</sup> Betty Schramper Azar, *Fundamentals of English Grammar* (USA: Prentice Hall, 1992) 3<sup>rd</sup> Ed, p.19

<sup>25</sup> Betty Schramper Azar, *Fundamentals of English Grammar* ( USA: Prentice Hall, 1992) 3<sup>rd</sup> Ed, p.19

## Form of the simple past : Be

### a. Statement

S + Be	
Subject	Example
I	I was at home last night
You	You were at home last night
She	She was at home last night
He	He was at home last night
It	It was at home last night
They	They were at home last night
We	We were at home last night <sup>26</sup>

### b. Negative

S+Be+not	
Subject	Example
I	I was not at home last night
You	You were not at home last night
She	She was not at home last night
He	He was not at home last night
It	It was not at home last night
They	They were not at home last night
We	We were not at home last night

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<sup>26</sup> Elaine Krin and Darcy Jack, *Interaction Grammar*, ( New York: McGraw-Hill, 2006) p.117

c. Question

Be+S	
Subject	Example
I	Was I at home last night?
You	Were you at home last night?
She	Was she at home last night?
He	Was he at home last night?
It	Was It at home last night?
They	Were they at home last night?
We	Were we at home last night?

d. Short Answer

Yes + S + Be	
Subject	Example
I	Yes, I was
You	Yes, you were
She	Yes, she was
He	Yes, he was <sup>27</sup>
It	Yes, it was
They	Yes, they were
We	Yes, we were

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<sup>27</sup> Elaine Krin and Darcy Jack, *Interaction Grammar*, ( New York: McGraw-Hill, 2006) p.117

No + S + Be + not	
Subject	Example
I	No, I was not
You	No, you were not
She	No, she was not
He	No, he was not
It	No, it was not
They	No, they were not
We	No, we were not. <sup>28</sup>

#### 4. Regular and Irregular Verb

##### a. Regular Verb

- 1) If a verb is regular, the past simple ended in –ed

Example: To work = worked

To happen = happened

To play = played

To finish = finished

- 2) The verb that the last letter ended by Y and before the Y is consonant, so that, the Y changes into I and then added by –ed.

Example: To carry = carried

To cry = cried

To apply = applied

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<sup>28</sup> Elaine Krin and Darcy Jack, *Interaction Grammar*, ( New York: McGraw-Hill, 2006) p.117.



- 3) Verb ended by Y but before the Y is Vowel, the verb added by –ed.

Example: To obey = obeyed

To play = played

- 4) Verb one word ended by consonant, the consonant doubled in Ing form or on form II added by –ed.<sup>29</sup>

Example:

To stop = stopping = stopped

To spell = spelling = spelled

- 5) In a verb ends in –e, we add –d.

Example: Hope/hoped

Smile/smiled

Dance/danced.

- 6) If final syllable is not stressed, the final consonant isn't doubled. Example:

Visit/visited

Develop/developed

Happen/happened

Remember/remembered

- 7) In British English verbs ending in I have – II – before –ed whether the final syllable is stressed or not.

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<sup>29</sup> Dony Hariyanto, *English Grammar for General Application*, (Surabaya : Gitamedia Press, 2003) p.263.

Example:

Travel/travelled

Cancel/cancelled.

- 8) Do not double final consonant if there are two vowels letter before it (oil – ed etc)

Example:

Boil/boiled

Explain/explained

Need/needed.

- 9) Do not double the consonant if the word ends in two consonants (-rt, -lp, -ng etc).

Example:

Start/started

Help/helped.

- 10) Do not double Y or W at the end of words (at the end of word Y or W are not consonants).

Example:

Stay/stayed

Play/played.

b. Irregular Verb

When the past simple do not end in –ed (for example “saw” the verb is irregular).

- 1) With some irregular verbs, all these forms (infinitive, past simple and past participle) are the same, for example “hit”.

- a) Don't hit me. (infinitive)
  - b) Somebody hit me as I came into the room. (past simple)
  - c) I have never hit anybody in my life. (past participle present perfect)
- 2) With other irregular verbs, the past simple is the same as the past participle (but different from the infinitive), for example "tell = told".
- a) Can you tell me what to do? (infinitive)
  - b) She told me to come back the next day. (past simple)
  - c) Have you told anybody about your new job? (past participle – present perfect)

The following verbs can be regular or irregular:

Burn - burned or burnt, Dream – dreamed or dreamt,  
Learn – learned or learnt, Smell – smelled or smelt,  
Spell – spelled or spelt, etc<sup>30</sup>.

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<sup>30</sup> Dony Hariyanto, *English Grammar for General Application*, (Surabaya : Gitamedia Press, 2003) p.263.