

## ABSTRACT

Rusdiyanto, Slamet. 2010. *The Effectiveness of Oral Cues Technique in Testing The Students' Mastery of Relative Pronouns: The Case of Tenth Grade Students Of SMA N sumpiuh 2009/2010*. Final Project. English Education Program. Bachelor's Degree. Semarang State University. First Supervisor. Drs. Suprpto, M. Hum. Second supervisor. Dwi Aggara Asianti, S.S, M. Pd.

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This thesis is based on the research study which attempts to examine the use of oral cues technique in testing the students' mastery of relative pronouns. It is in contrast with the fact that most of English teachers assess the students' mastery of grammar by using written-form technique. The main purpose of the study was to find out the effectiveness of oral cues technique in testing the students' mastery of relative pronouns. Based on that purpose, the writer wanted to find out whether oral cues technique can be an alternative in testing the students' mastery of relative pronouns or grammar generally.

The study was conducted in SMA N Sumpiuh, in the case of tenth grade students. This study was an experimental research with post-test only control group. Two groups of students were taken as the subjects in the research. The first group acted as the experimental group and the other was the control group. The two groups were given the same test but different way. The experimental group was given the test by using oral cues technique while control group was given the written test. The instruments of the study were developed and tried out to a similar group of students to examine the validity and the reliability.

The results of the tests from the two groups were then compared with one another. The results of the two tests showed that the mean were 67.26 for the experimental group and 71.51 for the control group. Based on the comparison of the mean, written-form technique was more effective than oral cues technique. Although the mean of the control group was higher than the experimental group but actually both the mean of experimental and control group was higher than the KKM (Kriteria Ketuntasan Minimum) of the curriculum which is 65.

Since the mean of the control group was higher than the experimental group, the writer concluded that oral cues technique was not more effective in testing the students' mastery of relative pronouns. However, it does not mean that oral cues technique cannot be used as an alternative in testing the students' mastery of relative pronouns besides written-form technique.