



**THE EFFECTIVENESS OF MISTAKE BUSTER TECHNIQUE TO
IMPROVE STUDENTS' GRAMMAR MASTERY
(An Experimental Research at Eight Grade of SMP Islam Pecangaan in the
Academic Year 2017/2018)**

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ABSTRACT

This research aims to determine the effectiveness of the mistake buster technique in improving students' grammar mastery at eight grade students of SMP Islam Pecangaan. In this research, the writer used quantitative approach in the form true experimental design. The population of this research was eight grades of SMP Islam Pecangaan and the samples of this research were VIII A as experimental class and VIII B as control class of SMP Islam Pecangaan. In experimental class was taught by using Mistake Buster Technique while in control class was taught by using conventional technique. Random sampling was choosing as the technique of sampling. Then, the instrument of this research was test. The test was pre-test and post-test. This research consisted of five meetings with three treatments. The result of this research showed that the mean score of pre-test in experimental class was 61,61. After giving the treatment, it became 91,25. Then, the mean score of pre-test in control class was 55,62 and the post-test was 75,63. It showed that the score pre-test and post-test in experimental class was higher than control class. It means that the use of mistake buster technique was effective to increase students' understanding about grammar. Besides that, the score of $t_{observe}$ was 2,057 while the score of t_{table} in 5% significance level was 2,009. So, it showed the significant of $t_{observe} > 5\% = 2,057 > 2,009$. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. There was an effectiveness of mistake buster technique to improve students' grammar mastery at eight grade students of SMP Islam Pecangaan.

Keywords: *Mistake Buster Technique, Teaching Grammar, Simple Past Tense*

INTRODUCTION

At this time, everyone knows about the English and they can learn English everywhere. English is very useful for communication with people in other countries. This is one of the reasons the students have to learn English very well. In

Indonesia, English becomes a subject that must be learned by students. This is a little bit difficult for students especially for junior high school to be proficient four skills in English. Those skills are listening, speaking, reading and writing. The students do not just focus on these skills, but they also learn some

components in English like vocabulary, pronunciation, spelling, and grammar. Grammar is an important part in learning English. It will support the learner in learning the way language is used.

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According to Hartwell (2009:109), grammar is the set of formal patterns in which the words of a language are arranged in order to convey larger meanings. Similarly, Apen (2016:181) stated that grammar is the feature of rules to create a sentence in a certain language. Grammar is very important in learning language, without grammar the words do not have a good meaning. It means that the messages of the words or sentences do not reach the reader or hearer. When the word stand-alone there is not meaning clearly but when the words arranged together it will have the larger meaning and it is easy to understand.

Talking about grammar, Knapp & Watkins (2005:32) adds that traditional-type grammars are developed to describe and analyze the way that words are put together within sentences. It explains that grammar is the study of how the words are put together within sentences.

Grammar is basic knowledge for students to learn English. It has several topics in learning grammar there are noun, adjective, tenses, pronoun, adverb, and so on. Tenses have an important role in grammar. According to Rahman & Ali (2015:131), tense is related to time, and time refers to 'when' an action takes place. Furthermore, M.A. (2013: 32) stated that tense is used to express the location of an event or state in time, which can be divided into the future, present and past. All the tenses above have different functions in grammar. It shows that the form of the verb in the sentence depends on the use of the time event. It has the different rule in using time event. If the students want to tell about some event at this

time, they can use present tense. Then if the students want to tell about some events in the past, they can use the past tense, and if the students want to tell about something in the future they can use the future tense. Besides that, when the speaker wants to speak something they must pay attention to the grammatical rule that have correlation with the moment speaking. It helps the hearer to understand well the conversation and the conversation will run well.

Tenses have divided in several parts. There are present, past, and future. Simple past tense becomes one of them. Simple past tense is the events that occurred or action activities that done in the past in the simple form and known the occurrence of events do (Kardimin, 2009:155). In line with Kardimin's opinion, Obeidat (2014: 63) said that simple past tense is used for actions completed in the past at a definite time. The time that usually used to identify simple past tense using time markers like yesterday, last year, ago, and others. Simple past tense is used when someone give an account of a sequence of past events, they usually put these events in chronological order using the simple past (Hewings, 2005: 10). Furthermore, simple past tense is used in writing story, text, and others. It is already taught in junior high school. So, the students will know how to use simple past tense correctly.

It is very important for students to understand well about simple past tense. They will be difficult to communicate with other people when they do not understand simple past tense. Otherwise, if the students understand well about simple past tense, they will be easy to communicate with other people and make something with good grammar. Simple past tense is used in some text like recount and narrative text. Narrative text contains story by presenting the sequence of events and actors which are characterized

as heroes or cowards (Mubarok, 2012:163-164). In addition, narrative text is the text to amuse, entertain, and to deal with actual or various experience in different ways (Gerot & Wignell, 1994:204).

Narrative text will be learned by students in eight grades in junior high school. The use of simple past tense in narrative text sometimes makes students difficult in understanding the text. When the students do not know past form and also the meaning of the verb, the students will feel bored to follow the class. Most of students do not really enjoy in learning grammar. They think that grammar is not really important. Speaking English fluently is more important, although the grammar is incorrect. It is like in SMP Islam Pecangaan especially eight grades. There are some students that are still confused in using the simple past tense. They do not understand well the differences between nominal and verbal, regular and irregular verb. They are confused if the verb is applied in the text like narrative text or when the teacher tells about the past event. It will influence their ability in learning English and they will be difficult to expert the grammar. This situation requires the teachers to solve the problem, but unfortunately most of them have not use the suitable technique. Technique is very important to teach students, especially when English class in the afternoon and in the end of the lesson. The techniques are like using snakes and ladders game, the mistake buster technique, jigsaw technique, Communicative language teaching, and others. The good technique will help the students engage in English class.

The mistake buster technique could become an alternative technique in solving the problem above. According to Syam (2017: 107), the mistake buster technique is an activity where the students take over the role of correcting mistakes (which is normally

done by the teacher), while the teacher deliberately become the "mistake maker". Similarly, Hanifa & Tiarina (2013: 343) add that the mistake buster technique is a technique students' active participant in evaluating their own grammatical errors that are available made or prepared by the teacher. In addition, Huynh, (2003) stated that mistake buster technique is a simple technique but it is very effective in getting students' attention and participation.

By using this technique, it will help the students to remember the form of simple past tense, they can be active to check the dictionary if they want to know well about simple past tense. So, this technique makes students more active to identify and correct some mistakes in grammar error especially in simple past tense. There are some activities of this technique. For examples, the teacher gives some verb error and the students must solve the problem in a group. It will be interesting because the members of the group are the students with different ability. So, they will work together and help each other.

The team work is needed in this technique. The students are collaborated with other students and active participate to solve the problem. The class is divided in two groups and the teacher gives the question or other. Before the teams answer the question they must raise their hand to ask permission before answer the question. They will get score in the correct answer. It will be easier for students to answer the question together and helps the students in proficient grammar.

The mistake buster technique gives the students' chance to be active and participate in becoming a mistake corrector. It is good for learning grammar. The students can discuss together with their friends to solve the problem. The teacher gives some verb error in the text or sentences and the students must identify and correct it. The students are

able to understand and remember about simple past tense easily.

RESEARCH METHOD

In this research, the writer used quantitative approach and conducted an experimental research in the form true experimental design. It is said true experimental design because the researchers can control all external variables that affect the experimentation (Mubarok, 2015: 100). In true experimental design there were two designs. They were pre-test-post-test control and experimental group design. In this research the writer took pretest-post-test control group design as suggested by Cohen, Manion, & Morrison (2007:276), the pretest-posttest control group design could be represented as follows:

Experimental	R O ₁	X	O ₂
Control	R O ₃		O ₄

Notice :

- O₁ = pre-test for the experimental group
- O₂ = post-test for the experimental group
- O₃ = pre-test for control group
- O₄ = post-test for control group
- X = exposure of a group to an experimental by giving treatment using

There were two variables on this research, independent variables and dependent variable. The independent variable on this research was mistake buster technique while the dependent variable was students' grammar mastery. The dependent variable was influenced by independent variable. So, in this research, students' grammar mastery was influenced by mistake buster technique.

This research was conducted in SMP Islam Pecangaan which is located on Jalan Panenan No. 2 Pecangaan Jepara. This research began March 21st, 2018 until May

9th, 2018. The research was done for five meetings in experimental class and control class. It was consist of pre-test for each class, three meetings for giving treatment in experimental class and control class and post-test in both classes. Besides that, in conducting this research, the writer used trying-out instrument to find out the validity and reliability before giving pre-test. To analyze the validity and reliability the researcher used correlation product moments formula and Kr-21 formula.

The population of this research was the eighth grades students of SMP Islam Pecangaan which consisted of 134 students. The students were divided into 5 classes. Besides, the sample of this research was VIII A as an experiment class consisted of 28 students and VIII B as control class consisted of 24 students. Class VIII A consisted of 28 students. Then class VIII B consisted of 24 students. Probability sampling in the form of simple random sampling was used in this research.

In this research the writer used test to collect data. The test consisted of pre-test and post-test in both of the classes. Furthermore, the writer used t-test to analyze the data. According to Arikunto (2010:354-355), the formula of t-test as follows:

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Notice :

- M = Mean of the gained scores each group.
- N = The number of students
- x = Deviation each X₂ and X₁ scores
- y = Deviation each Y₂ score from mean Y₁

RESEARCH FINDING

This research aimed to investigate whether there were differences between students' grammar mastery who taught by

using mistake buster technique and the students' grammar mastery who taught by using conventional technique. Before doing pre-test, the researcher conducted trying out instrument to find out the validity and reliability of the test. The writer used manual calculation and SPSS formula for calculating data. The result of the validity instrument showed that the items test was valid when $r_{xy} > r_{table}$. The r_{table} of this research was 0,4438. Based on the data, the item tests were 45 and there were 19 item tests that the score higher than r_{table} and 26 item tests that the score lower than r_{table} . It means that there were 19 item tests were valid and 26 item tests were invalid. In order to get 20 item tests, the writer revised 1 invalid item test that similar with the valid item test. It was used to make easy in assessing the item test.

After found the validity of the test the writer continued calculate the reliability instrument using manual calculation and the formula of SPSS. The result of manual calculation in reliability instrument was 0,759. After conducted manual calculation using the kr-21 formula, the writer continued the calculation of reliability using SPSS formula. Based on the data in Cronbach's Alpha, it showed that the reliability of instrument using SPSS formula was 0,714, with $N = 20$, $\alpha = 5\%$ and $r_{table} = 0,4438$. The item test was reliable when $r_{11} > r_{table}$. So, the instrument of the test was reliable.

The pre-test and post-test conducted in experimental and control class. The pre-test was held on March 21th, 2018 and the post-test was held on April 19th, 2018 in class VIII A as experimental class. Besides that, in control class the pre-test and post-test was held on March 31st, 2018 and May 9th, 2018 in VIII B. The result of pre-test and post-test in experimental class showed that there was improvement between pre-test and post-test in experimental class. It could be seen from the

mean score of pre-test 61,61 became 91,25 in post-test. The lowest score of pre-test was 25 and the highest score was 95. Besides that, the lowest score in post-test was 70 and the highest score was 100. It means that there was improvement in using mistake buster technique in experimental class,

On the other hand, the result of pre-test and post-test in control class showed that the mean score of pre-test in control class was 55,62 became 75,63 in post-test. The lowest score of pre-test in control class was 15 and the highest score in control class was 85. Moreover, the lowest score in post-test was 40 and the highest score was 90. From the both of the data, the writer concludes that there was improvement in using conventional technique in control class, but the result of the pre-test and post-test scores in experimental class was higher than control class.

The Data Analysis

In this research, the data was analyzed using t-test formula to prove statistically whether there is any significant different between students' gained scores in experimental class and control class. The writer used manual calculation to find out t score and continued using SPSS formula. According to Arikunto (2010:354-355), the formula of t-test as follows:

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

The result from the manual calculation show that the score of $t_{observe}$ was 2,06 and the score of degrees freedom (df) 50 at the degrees significant 5% was 2,009. So, it could be seen that $t_{observe} > t_{table} = 2,06 > 2,009$. Besides that, the next calculation was the calculation of gained scores in experimental and control class. It was used to answer the hypothesis of the research.

Based on the data in SPSS formula, there were two tables. The first table is group statistics. It showed that the samples of experimental class and control class were difference. The experimental class was 28 students with mean score are 29,64 and the control class was 24 students with the mean score 20. Then the standard deviation each group were 14,07 for experimental class and 19,61 for control class. The next table is independent samples test. It described that the analysis of Levene's Test could be seen that the significant 2 tailed is 0,045. It showed that $0,045 < 0,05$, it means that there is significant

difference between the post-test score in experimental class and control. Besides that, the score of $t_{observe}$ is 2,057 and the score of t_{table} with degress of freedom 5% and df 50 is 2,009. The $t_{observe} > t_{table} = 2,057 > 2,009$. It means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. So, there is an effectiveness of mistake buster technique to improve students' grammar mastery at eight grade students of SMP Islam Pecangaan. For more detail, the writer showed the result of calculating using SPSS formula. The result as follows:

The T-test of Gained Scores in Experimental Class and Control Class

Class	N	Mean Mean	Std. Deviation	Std. Errors
Experimental	28	29,6429	14,07181	2,65932
Control	24	20,0000	19,61588	4,00407

Independents Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain ed Scor es	Equal variances assumes	2,445	,124	2,057	50	,045	9,64286	4,68729	,22816	19,05755
	Equal variances not assumes			2,006	40,974	,051	9,64286	4,80672	-,06470	19,35042

CONCLUSSION

Based on the research finding in chapter IV, the writer concludes that the use of mistake buster technique to improve students' grammar mastery is effective. It can be seen from the result of pre-test and post-test in experimental class and control class. The mean score of pre-test in experimental class is 61,61. After giving the treatment, it becomes 91,25. Then the mean score of pre-test in control class is 55,62 and the post-test is 75,63. It shows that the score pre-test and post-test in experimental class is higher than control class. It means that the use of mistake buster technique is effective to increase students' understanding about grammar.

Besides that, the effectiveness of mistake buster is proven based on the t-test in chapter IV. The score of t_{observe} is 2,057 while the score of t_{table} in 5% significance level is 2,009. So, it shows the significant of $t_{\text{observe}} > 5\% = 2,057 > 2,009$. It means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. There is an effectiveness of mistake buster technique to improve students' grammar mastery at eight grade students of SMP Islam Pecangaan.

SUGGESTIONS

Based on the conclusion above, the writer would like some suggestion as follows:

a. For Teacher

The teacher should know the various techniques and methods in teaching and learning. In addition, the teacher should be smart to choose the good technique or method that suitable with the materials that will be taught. The teacher should be active and creative to create classroom environment. She should give a chance for students to participate and active in classroom learning. So, the students will be interested in learning. Sometimes the reward is needed in learning process. It is as a symbol that teacher appreciation for students. Furthermore, it will increase the students' motivation in learning.

b. For Students

The students should be active participate in learning process. Moreover, the students have to learn their materials before and after the teacher give the materials. It will make the students understand more about the materials.

c. For Other Researcher

The other researcher can use this research as the material consideration for other research. Then research can be reference for the next research.

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