

**THE INFLUENCE OF MISTAKE BUSTER TECHNIQUE ON  
STUDENTS' GRAMMAR ABILITY**  
(Quasi Experimental Research At 8th Grade Students' Of MTS Negeri 04 Muko – Muko in  
academic years 2018/2019)

**THESIS**

**Submitted As A Partial Requirement For The Degree Of Sarjana In English  
Study Program**



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2019**



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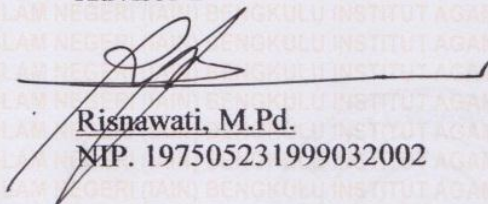
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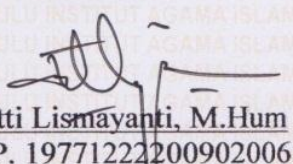
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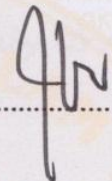
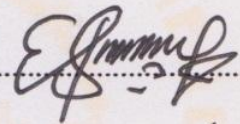
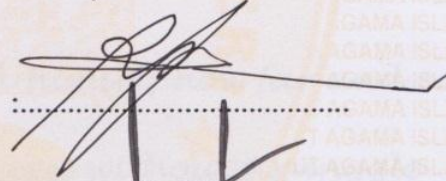
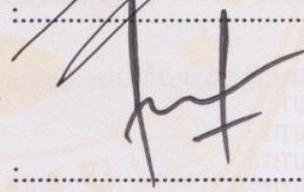
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## **MOTTOS**

**No matter how difficult your problem remains prejudiced towards Allah  
SWT. In truth, that trial is a sign that Allah SWT is Dear.**

**Verily , after the difficulty there is a facility, then when you are finished, do  
the other ( things ). And only to Allah SWT shall you hope**

**(Q.S Al- Insyirah : 6-8)**

## DEDICATION

Bismillahirrahmanirrahim

In the name of Allah ,the most gracious and merciful. All praise and gratitude to him who has given strength , patience ,and perseverance to finish this thesis .

Shalawat and shalam to our prophet Muhammad SAW, his family and friends.

This thesis was dedicated to :

- My beloved parents , my father ( Marwi) and my mother ( Nildawati) who always pray and could reach the successful, I do love you .My lovely father Marwi, and My beloved mother Nildawati . Thank you so much for all your sacrifice for me,you are my truly hero, that always given support , advice ,pray ,love and spirit. Please forgive me all my mistakes to you and i know that i can not repay all your kindness for me in whole it, My Allah always blessing our family. This success for you and connecting of Al-Qur'an makes us always together until paradise.Aamiin
- My lovely brother Ronaldo and My beloved sister ViviNurjanah,Erisusanti that always give support,pray and give motivation
- My beloved family in MTSN 4 Muko-muko, special thanks for My beloved auntie NurbaitiS.pd that always give support and motivation, and all of my lovely students at eight grade
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- My Friends Tasniadahliawati, JekaAgustia ,Lusianti, ice puspa, thanks you so much for spirit and pray for me

- My friends in ( Wisuda 2019 group), (TBI 2015) and my second familiy (TBI local C)
- My friends in KKN and PPL
- Special thanks for my great advisor that had suggested me a lot in finishing this thesis (Mrs, Risnawati ,M.pd and Mrs, Detti Lismayanti , M. Hum).
- Special thanks for all lecture in IAIN Bengkulu
- My religion of islam and My almamater



## SURAT PERNYATAAN

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Dengan ini saya menyatakan:

1. Karya tulis/ Thesis ini yang berjudul: "The Influence of mistake buster technique on students grammar ability ( Quasi Experimental Reresarch at 8<sup>th</sup> grade students of MTSN 4 Muko-Muko in Academic Years 2018/2019)."
2. Karya tulis ini murni gagasan dan pemikiran sendiri, tanpa bantuan yang tidak sah dari pihak lain, kecuali dari tim pembimbing.
3. Didalam karya tulis/ Thesis ini tidak terdapat hasil karya atau pendapat yang telah dipublikasikan orang lain, kecuali dikutip secara tertulis dengan jelas atau dicantumkan acuan didalam naskah saya dengan disebutkan nama pengarangnya dan dicantumkan pada daftar pustaka.
4. Pernyataan ini dibuat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidak benaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh .karena karya tulis ini. Serta sanksi lainnya sesuai norma dan ketentuan hukum yang berlaku.

Bengkulu, 17 juli 2019



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## **ABSTRACT**

**Hilmina, July 2019. The Influence Of Mistake Buster Technique On students' Grammar Ability (Quasy Experimental Research at 8th Grade Students Of MTSN 4 Muko-muko In Academic Years 2018/2019)**

**Advisor : 1. Risnawati, M.pd  
2. Detti Lismayanti, M.Hum**

**Key Word : Mistake Buster Technique On Students Grammar Ability**

The Thesis aim at finding out the problems faced by VIII grade students of MTSN 4 Muko-Muko in Grammar ability. The objective of this research was to whether or not the use of Mistake Buster Technique effects the students' motivation for the second grade students of MTSN 4 Muko-muko, and whether the second grade students of MTSN 4 Muko-muko are interested in grammar ability using Mistake Buster Technique. This research applied quasy experimental . The population of the research was all second students MTSN 4 Muko-muko. The research chose class VIII A as experimental group (20 Students) and class VIII B as control group (20 students) as sample of the research. The Technique of data collecting technique used Grammar ability test There two test, pre-test and post-test . The data of this research used quantitative and the design is quasy experimental. The research instrument used to collect data is grammar test. Then, the research instruments was in the form of 20 multiple choice-test items. Based on statistical there was significant differences in grammar ability between the students who were taught by using Mistake buster Technique and that of those who were not. It was showed T-count of 4,781 was higher than table (1,70) of sigsificant 0,05



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*Alhamdulillah* all praise be to Allah SWT, the single power, the lord of the universe, master of the day of judgment, God all mighty for all blessings and mercies so that the researcher able to finish this proposal thesis entitled: “ **The influence of Mistake Buster Technique on Students Grammar Ability (Quasy-Experimental Research at 8th Grade Students’ of MTSN 4 Muko-muko in academic years 2018/2019)**”. Peace is upon prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this would not be completed without the helps, supports, and suggestion from several sides. thus, the researcher would like to expresses her deepest thank to all of those who had helped, supported and suggested her during the process of writing this thesis, This goes to:

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3. Eva Dewi, M.Ag, as the Head of Tadris Departement
4. Feny Martina M.pd, as the Head of program Study of English Education
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6. Detti Lismayanti, M. Hum., as the second advisor for her patient in advices the researcher.
7. All of lecturers : at Tarbiyah and Tadris Faculty

Finally, the researcher realized that this thesis was still far from being perfectness. Therefore, any suggestion and constructive criticism are always welcome for the better

Bengkulu, August 2019

The Researcher

HILMINA

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

The skills of English are important to be mastered and to be required well. The skill are listening, speaking, reading, and writing. But, the elements of the language such us vocabulary, grammar, and sound system must also be taught to the students as the basic knowledge to words the English use and skill. The grammar of a language is the set of rules that gives the influence its structure. In short, grammar determines how words are arranged to form meaningful units.

Grammar is a science of grammatical that must be studied to be mastered all of skill such as speaking, listening, reading, and writing well. If do not learn and understand about grammar, so the people will feel hard to master in English. Grammar has important influence in all English language aspect. For example, in speaking and listening or in communication, grammar is the foundation for get better communication. Besides speaking and listening, to master in reading and writing, also need grammatical rules, because if the reader will get the point and understand what is text if the writer masters in grammar.

One of level of a person's English knowledge can be measured from his grammar mastery. Krashen stated that "Grammar is the key to every language".<sup>1</sup> Grammatical rules need to make someone easy to understand and master in English. Grammar also has influence to someone who wants to find the job and continues the study, because standard in English test such as TOEFL is needed grammar knowledge.

Through the study of grammar, students will become more familiar with the grammar of their native language and that this familiarity will help them understand, so they can listen, speak, read, and write better. According to Greenbaum and Nelson "Grammar is the central component of the language".<sup>2</sup> grammar is the rule that show how words are combined, arranged or changed to show certain kinds of meaning.

Unfortunately, English grammar sometimes makes EFL students confuse because it is different from the grammar of their mother tongue, so that the ability of the Indonesian's students in grammar still low. In fact, more EFL students have difficulty to master in grammatical rules moreover in English skills. The students do not master and comprehend in skills and elements of English. For example is reading skill. stated that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the

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<sup>1</sup>Krashen, Stephen D. *Principles and Practice in Second Language Acquisition*.(University of California.1982) P.19.

<sup>2</sup>Greenbaum, Sydney and Gerald Nelson. *An Introduction to English Grammar, Longman Grammar, Syntax and Phonology, Second Edition-Pearson ESL*. 2002.p.16.



purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

Sometimes the students just know how to read aloud, not reading comprehension. As detail definition, Westwood stated that reading comprehension is often conceptualized as functioning at different levels of sophistication and referred to, for example, as literal, inferential and critical.

Furthermore, most of lecturers in the class use teaching. Teaching means the lecturers as usual just speech firstly, then the lecturers take the material from the textbook and asks the students to read aloud in class. The lecturers will explain the meaning of the text. Moreover the students will get the tasks without knowing the easy ways to find out the answers. Finally the lecturers collect students tasks without ask them understand well or not. As Douglas stated, the way of conventional teaching is like lecturers give the material and ask the students to learn by themselves. This learning process is very not efficient, because the students do not read well, students do not get anything, and students do not get the result authentically.

In general students in Indonesia are still weak in English. English teacher stated mostly students feel bored to learn English language, so they do not have interest and motivation to learn that language.

One factor for success in learning. So, growing interest is the important thing in order the students like to learn English language. According to Hamalainen stated that one of the ways to increase students motivation in learning is using teaching media such as film, gesture, globe, tape recorder, pictures, etc. One of function of interest in study is interest make spontaneous attention.<sup>3</sup> It is mean, lectures have to make the students pay attention about English language spontaneously, make the students have curiosity to learn English language. According to Gie said if someone has interest in study, it means a person does not feel pressured and spontaneous.

In English skills, the EFL students in level of university will find about grammatical rules. According to Garniwa stated, based on the lecturers data, one of the factors that make students difficult to master in English skill and do not have interest to learn English language is when the lecturers talk about grammar. According to Hussin and Normah the students are lacking of grammatical, vocabulary, hardly understand the words and less interest to English subject.<sup>4</sup>

For now, the conditions of EFL students need to get attention. There were some problems in learning English, such as the students do not bravery to speak English, they got difficulties to find out the meaning of

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<sup>3</sup>Hamalainen, Pekka. 2008. *Comanche Empire*. New Haven: Yale University Press.2008.P 9

<sup>4</sup>Hussin, Mat Nor and Abdullah Normah. 2000. *Selangor: Pearson Education Malaysia*. Malaysia: Worldcat.2000 P 7

the reading text, and they have no smart idea to write well. The students felt that the grammar is bored activity at class so they were not interested to learn English. Because, the students think grammar is about remembered formula, think about the hard rules, learn grammar make them bore and finally the students do not care about it.

To overcome this problem, the lecturers must have interesting technique to make students more actively. The lecturers must choose and use technique suitable with students, material and condition of the class. There are so many techniques in teaching grammar, such as Grammar Translation Method (GTM), Board Races, EGRA technique, Mistake Buster technique etc. In this research, the researcher is interested to choose the technique that called "Mistake Buster". Mistake Buster actually has benefit in teaching and learning process especially in grammar teaching. The students will know what the mistake from the word, sentence, even the paragraph without thinking hard that make them bore, but the students still get the knowledge actively.

According to American-Vietnamese International English Center, the Mistake Buster can bring several benefits. For students, they will get excited by switching the role of the mistake corrector. The students have opportunity to find and correct the mistake by themselves. For lecturers, this technique also helps them to check the students understanding of grammar point or comprehension of reading task. Mistake Buster is a



simple technique but it is very effective in getting students' understanding, attention, and participation.

Based on the background above, the researcher will conduct a research entitled "The Influence of Mistake Buster Technique on Students' Grammar Ability at eight grade students of MTSN 04 Muko-muko.

#### **A. Identification problem**

According to background of the problems above, the research found some information about the problem of English in teaching and learning process at MTSN 04 Muko-muko. The first problem is the lack of students' understanding of grammar, when the teacher gives the text to be filled by students there are only a few students who are able to complete the text content, because some of them lack vocabulary knowledge and do not understand what the question means so that they struggle with each other's question, meaning students are not interested in grammar. Based on the final exam, students get the low score around 80%. That is the quality of the students. Students, therefore they are lazy and do not understand the contents of the text given by the teacher. Difficult vocabulary and they make it difficult to fill in the questions and correct the right words

The last problem in the teaching and learning process, during the teaching and learning process, the teacher explains how to apply a mistake buster technique in grammar teaching especially the past continuous tense. The teacher tells students that they will discuss the auxiliary verb be in past continuous at the core activity, the teacher tells students that they will

teach past continues in long sentence. then the last activity, the teacher reads the recount text and asks students to listen to errors and correct them

### **B. Limitation of the Problem**

To avoid misunderstanding of problems in research, it is necessary for the author to limit the problems that will be discussed in this study. Because of the limitations of ability and finances that the author has, the study is limited to the influence of mistake buster technique on students` grammar abililty at eight grade students of MTSN 04 Muko-muko.

### **C. Research Question**

Based on the previous background above, the research question is appears as follow: Is there any significant influence of using Mistake Buster technique on students grammar ability and those who are not taught by using mistake buster technique?

### **D. Research Objective**

The objective of the research is to find out is there any significant influence of using Mistake Buster technique on students grammar ability and those who are not taught by using mistake buster technique?

### **E. Significance Reseach**

The significances of this research are:

1. For Students: From the result in this research can help the students in learning English especially grammar ability by MistakeBuster.
2. For Lectures: The lectures are expected get one alternative technique in teaching grammar to make class more actively.

## **F. Definition of Key Terms**

To make the easily understood title, the researcher would like to give the definition of the term used :

### 1. Mistake Buster technique

Mistake Buster is one alternative technique which gives opportunities to student to finding and correcting the mistakes by themselves in grammar task and helps the lectures to check students understanding and their ability of grammar point or comprehension of reading task.

### 2. Grammar ability

Grammar is the rules that explain how words are combined, arranged or altered to show some kind of meaning.



## CHAPTER II

### LITERATURE REVIEW

#### A. The concept of Grammar

##### 1. Definition of Grammar

Grammar ability is one of the very significant elements is gaining the level of proficiency a language and there have been studies and findings disclosed aid present on the various easy of teaching grammar. Grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language. According to Crystalstated grammar is the study of all the contrasts of meaning that it is possible to make within sentences.<sup>5</sup> The 'rules' of grammar tell us how. By one count, there are some 3,500 such rules in English.

The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. According to Britannica grammar are rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.<sup>6</sup> The word grammar also denotes the study of these abstract features or a book presenting these rules. In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology), excluding

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<sup>5</sup>Crystal, David. . *The Fight for English*. America: Oxford University Press. *Language pp.* . 2006. 97.

<sup>6</sup>Britannica., *Revised Encyclopedia Britannica*. United State: Encyclopedia Britannica Inc. 2017. 10

vocabulary and pronunciation. According Carter and McCarthy stated, grammar is concerned with how sentences and utterances are formed In a typical English sentence, we basic principles of grammar, the arrangement of items (syntax) and the structure of items (morphology).<sup>7</sup> Linguists do not normally use the term to refer to orthographical rules, although usage books and style guides that call themselves grammars may also refer to spelling and punctuation. According to Nordquist linguists are quick to remind us that there are different varieties of grammar that is, different ways of describing and analyzing the structures and functions of language.<sup>8</sup>

One basic distinction worth making is that between descriptive grammar and prescriptive grammar (also called usage). Both are concerned with rules, but in different ways. Specialists in descriptive grammar examine the rules or patterns that underlie our use of words, phrases, clauses, and sentences. In contrast, prescriptive grammarians (such as most editors and teachers) try to enforce rules about what they believe to be the correct uses of language. Grammar has always been viewed as playing an essential role in the success or failure of formal communication. Grammar is central to the teaching and learning of

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<sup>7</sup>Carter, Ronald and McCarthy, Michael. *Cambridge Grammar of English: A Comprehensive Guide*. Cambridge: Cambridge University Press. 2006. P 1

<sup>8</sup>Nordquist, Richard. . *Ten Types of Grammar (and Counting): Different Ways of Analyzing the Structures and functions of Language*. Macmilan: St. Martin's Press. 2017. p 5

languages. It is also one of the more difficult aspects of language to teach well.

## 2. Application of Grammatical Study

According to Greenbaum and Nelson stated that there are several applications of grammatical study :<sup>9</sup>

- a. Recognition of grammatical structures is often essential for punctuation.
- b. A study of one's native grammar is helpful when one studies the grammar of a foreign language.
- c. Knowledge of grammar is a help in the interpretation of literary as well as nonliterary texts, since the interpretation of a passage sometimes depends crucially on grammatical analysis.
- d. A study of the grammatical resources of English is useful in composition: in particular, it can help you to evaluate the choices available to you when you come to revise an earlier written draft.

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<sup>9</sup>Greenbaum, Sidney and Nelson, Gerald. 2002. *An Introduction to English Grammar*, 2<sup>nd</sup> ed. Pearson: Pearson Express.. p.6

### 3. Types of Grammar

#### 1. Case Grammar

Case grammar is a system of linguistic analysis, focusing on the link between the valence, or number of subjects, objects of a verb and the grammatical context it requires.

#### 2. Cognitive Grammar

According to Günter Radden and René Dirven Cognitive Grammar is based on the insight that grammar is the product of human cognition. Therefore we must first understand the principles of cognition that determine grammar. This cognitive framework also requires a new terminology. The first three chapters are intended to introduce readers to the cognitive framework adopted in this book and familiarise them with notions, principles and methods necessary for an adequate description and understanding of the grammar of English.<sup>10</sup>

#### 3. Comparative Grammar

Comparative grammar is the analysis and comparison of the grammatical structures of related languages. Comparative grammar is concerned with a faculty of language that provides an explanatory basis for how a human being can acquire a first language. In this way, the theory of grammar is a theory of human language and hence establishes the relationship among all languages.

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<sup>10</sup>Günter Radden and René Dirven, *Cognitive English Grammar*, 2007 P 16.



#### 4. Construction Grammar

Construction grammar is a theory of syntax in which constructions are the central unit of grammatical representation. Construction grammar centers attention on language production. It is my belief that the problem of production must be dealt with before problems of reception and comprehension can properly be investigated.

#### 5. Descriptive and Prescriptive Grammar

Descriptive grammar is built up by analyzing how speakers use a language and deducing the rules they are following. Prescriptive grammar is a set of explicit rules for using language that are taught or enforced. So that people will use the language in a particular way.

#### 6. Generative Grammar

According to Noam Chomsky, generative grammar is the rules determining the structure and interpretation of sentences that speakers accept as belonging to the language. The use of computers for one or another purpose, or that it has some other engineering motivation, or that it perhaps constitutes some obscure branch of mathematics. This view is incomprehensible to me, and it is, in any event, entirely false. Much more perceptive are those critics who have

described this work as in large measure a return to the concerns and often even the specific doctrines of traditional linguistic theory.<sup>11</sup>

#### 7. Lexical-Functional Grammar (LFG)

LFG is a grammar framework in theoretical linguistics with constraint-based and generative varieties.

#### 8. Lexico grammar

Lexico grammar is a term peculiar to systematic functional linguistics. Lexicogrammar describe the continuity between grammar and lexis.

#### 9. Mental Grammar

Mental grammar is the generative grammar stored in the brain that allows a speaker to produce language that other speakers can understand. W. According to Culicover and Nowak stated that all humans are born with the capacity for constructing a mental grammar, given linguistic experience; this capacity for language is called the Language Faculty.<sup>12</sup> A grammar formulated by a linguist is an idealized description of this mental grammar.

#### 10. Pedagogical Grammar

Pedagogical grammar is grammatical analysis and instruction designed for second-language students. According to Little pedagogical grammar is a slippery concept. The term is commonly

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<sup>11</sup>Noam Chomsky. *Topics In The Theory Of Generative Grammar*.1996. P 9.

<sup>12</sup>Culicover, W. Peter and Nowak, A. *.Dynamical Grammar : Foundations of Syntax II*. Oxford: Oxford University Press.2003. P3

used to denote pedagogical process--the explicit treatment of elements of the target language systems as (part of) language teaching methodology, pedagogical content--reference sources of one kind or another that present information about the target language system, and combinations of process and content.<sup>13</sup>

#### 11. Reference Grammar

Reference grammar is a prose-like description of the major grammatical construction in a language, illustrated with examples. Reference grammar is description of the grammar of a language, with explanations of the principles governing the construction of words, phrases, clauses, and sentences.

#### 12. Theoretical Grammar

Theoretical grammar is the study of essential components of any human language. According to Renouf and Kehoe theoretical grammar or syntax is concerned with making completely explicit the formalisms of grammar, and in providing scientific arguments or explanations in favor of one account of grammar rather than another, in terms of a general theory of human language.<sup>14</sup>

#### 13. Traditional Grammar

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<sup>13</sup>Little, D. *Words and Perspective on Pedagogical Grammar*, ed. T. Odlin. Cambridge: Cambridge University Press. 1994. P. 7

<sup>14</sup>Renouf, A and Kehoe, A. *The Changing Face of Corpus Linguistics*. America: Rodopi Press, 2006. p 403

Traditional grammar is a framework for the description of the structure of a language. D. According to Williams stated that traditional grammar is prescriptive because it focuses on the distinction between what some people do with language and what they ought to do with it, according to a pre-established standard. The chief goal of traditional grammar, therefore, is perpetuating a historical model of what supposedly constitutes proper language.<sup>15</sup>

#### 14. Transformational Grammar

Transformational grammar is a theory of grammar that accounts for the constructions of a language by linguistic transformations and phrase structures. In transformational grammar, the term 'rule' is used not for a precept set down by an external authority but for a principle that is unconsciously yet regularly followed in the production and interpretation of sentences. A rule is a direction for forming a sentence or a part of a sentence, which has been internalized by the native speaker.

#### 15. Universal Grammar

Universal grammar is the system of categories, operations, and principles shared by all human languages and considered to be innate. According to Crain and Thornton stated, universal grammar is a theory

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<sup>15</sup>Williams, D.J. *The Teacher's Grammar Book*. America: Routledge 2005.p.50

of the organization of the initial state of the mind/brain of the language learner--that is, a theory of the human faculty for language.<sup>16</sup>

#### 16. Word Grammar

Word grammar is general theory of language structure which holds that grammatical knowledge is largely a body of knowledge about words.

#### **B. Definition of Mistake Buster Technique**

The good class is when the lecturers can make teaching and learning become so much fun and exhilarating. The good class is when the students are actively involved in the lesson in the class. Mistake Buster is one of the appropriate techniques to teaching and learning become actively especially in teach grammar. If students think about grammar, of course teaching and learning process in the class is “teacher centered”, but this technique can make the class be “student centered”. So, the students more actively and do not feel bore in learning grammar.

According to Huyhn stated the teacher can get students actively engaged in the learning process and take charge of their learning by giving them opportunity to find and correct mistake themselves. In this technique, the students will be “mistake corrector” and the lecturers will be “mistake maker”.

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<sup>16</sup>Crain, S and Thornton, R *Investigation in Universal Grammar*. America: MIT Press.2002.P \$

This technique can bring forth several benefits.<sup>17</sup> By using this technique, Hyunh found that the students have fun in learning English. Besides, the students more excited when the lecturers divide the students into 2 groups to compete to finding and correcting the mistake by them selves. Moreover they have opportunity to be mistake corrector, so the students comprehend about grammar point. This technique can help the lecturers to know the students understanding and their ability in grammar point. The lecturers also can give the task to increase the student ability in production skills are reading, writing, and pronunciation. So, Mistake Buster can make the student have fun and this technique so easy to implement in the class.

Mistake buster technique is more focus about verb. It is very suitable because verb actually more complex. The verbs have many types and it can be changed in accordance with sentence context. According to Huddleston and Pullum verbs is lexical base unit that is not fixed or changed, which one word or several words related to form and meaning.<sup>18</sup>

In here, researcher is more focuses with past tense. Past tense is sentence where that verb is added by -d or -ed. Past tense has two kinds : regular and irregular verbs. According to Azar said, the simple past indicates

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<sup>17</sup>Huynh, Hai K.P. *Getting Students Actively Involved Using "The Mistake Buster Technique"*. Retrieved on May, 15<sup>th</sup>, 2012 from internet TESL journal, Vol. X No.7, November 2003

<sup>18</sup>Huddleston, Rodney and Pullum, Geoffrey K. *A Student's Introduction to: English Grammar*. Cambridge: Cambridge.2005 .p. 17

that an activity or situation began and ended at a particular time in the past. Simple past tense is a verb form to indicate activities or situations that happen at a particular time in the past. <sup>19</sup>

### **C. Procedure of mistake buster Technique**

1. The teacher will asks the students to build the sentences to build the sentences through the clues that has given in the wooksheet (using **were** and **was**). They have to build the sentence correctly.
2. After the students finish the task,discuss it together.
3. The teacher guides the students to read their correct answer through rolling their group. First group is pointed to answer and if they are correct ask other group to raise its hand to get permission in answering. When its answer given ist correct, students will be rewarded 10 point. If the answer given is wrong, students will not get any poin. The chance will be given to students in others group. In making it true, students will also be rewarded 10 poin.
4. After all sentences have been read and corrected, the teacher stimulates the students to poin out the use of *when* and *while* and get them to draw a chart to ilustrate that use of *when* and *while sente* in a sentence.

### **D. The advantages of mistake buster**

Using mistake buster technique in teaching simple past tense can give some

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<sup>19</sup>Azar, Betty Scharampfer. *Fundamentals of English Grammar (3<sup>th</sup> edition)*. Washington: Longman.com.2002 p.27



1. Misatake buster makes students feel excited because they are actively involved in the learning process
2. Gives the sense of accomplishment to the students due to the opportunity to identify and correct the possible mistakes themselves instead of the teacher telling them what the mistake are.
3. Help the teacher to check the students comprehension and understanding of the lesson given
4. Students feel comfortable and fun in teaching-learning process.

Huynh present how to prepare the mistake in his journal. In journal, he more focuses in regular in irregular verbs in simple past tense. So, this are the steps of mistake buster :

## **E. Teaching procedure of mistake buster**

### **1. Choosing a Mistake Category**

Select a mistake category that is pertinent to the focus of the lesson being taught. For the purpose of demonstrating the employment of this technique, the past tense of irregular and regular verbs will be used as an illustration.

### **2. Preparing the Mistakes (Regular and Irregular Verbs in the Simple Past Tense)**

The wrong verbs to be found and corrected by the students can be prepared in the form of a verb list, in short sentences, in long sentences or in a narrative. Some samples are provided below:

- a) **Sample verb list:** want, need, work, visit, repair, take, eat, bring, think, wash, change, enjoy, study, use, make, clean, finish.
- b) **Sample short sentences:** "I *go* to bed at 10:00 last night" or "My mother *call* me this morning".
- c) **Sample long sentences:** "I *don't* go to school last week because I *have* a motorbike accident, but fortunately I *don't* broke a bone or anything." "Last night we *have* our family photo taken by a professional photographer who just opening a new studio the day before."
- d) **Sample narrative:** "I *have* a really good day yesterday. First my sister *calls* me from California in the morning and we *talk* for nearly an hour. She *tells* me many exciting things about life in California and *promise* to call me again soon. Then I *go* to school and taken a test. It was quite easy because I *study* very hard last week to *prepare* for it. On the way home I run into my best friend and we *decide* to *go* for coffee. We *find* a nice place and *enjoy* great coffee there. We just *have* a good time together."

### 3. Sample Activities

This will show how the "Mistake Buster" is employed to check students' ability to use regular and irregular verbs in the simple past tense.

#### Step 1. Will Using list of verb

- a) Tell students they are going to have an activity to review the Simple Past Tense.

- b) Divide the class into two teams and tell them they are going to compete in the activity.
- c) Make two columns on the white board and ask students to fill the left column with many verbs in the Present Tense.
- d) Tell them they have to find the past tense forms for all the verbs. They have to raise their hands quickly to get the permission to give an answer. For each correct answer, the team will score ten points.
- e) Begin the activity and add up the scores for each team when all the verbs have been changed to the Simple Past Tense.

**Step 2. Will Using sentences and long sentences**

- a) Tell students that they have to listen to short sentences and then long sentences to find the mistakes in the verbs and correct them by putting them in the Simple Past Tense.
- b) Start reading one sentence at a time. Repeat the sentence if they did not understand it the first time.
- c) Students have to raise their hands quickly to get the permission to give an answer. For each correct answer, the team will score ten points.
- d) Keep scores and add them up after all sentences have been read and corrected.

**Step 3. Will Using Narrative**

- a) Tell students they are going to listen to a narrative and write down the verbs they think are wrong.
- b) Read the narrative at a normal speed once.

- c) Read it again if necessary.
- d) They have to raise their hands quickly to get the permission to give an answer.
- e) Ask them to say out loud the wrong verbs they heard and the correction as well.
- f) Keep score and add them up when all the verbs have been corrected.

#### **Step 4. Wrap Up**

- Praise students for their efforts.
- Review important points or give more explanation if necessary.

#### **F. Some Related Previous Studies**

There are some previous studies that are relevant to the research topic.

Andi Tenrisanna Syam with the title *Using the Mistake Buster Technique to Improve the English Grammar Mastery*

This research aims at finding out whether or not the use of mistake buster technique is able to improve the English grammar mastery and finding out the students' interest toward the use of mistake buster technique. The research employs a quasi-experimental research method. The population and sample consist of 62 students which belong to two groups; 31 students in experimental group and 31 students in control group. The research data are collected using grammar test and questionnaire which are analyzed by inferential and descriptive statistics through SPSS 17.0 and Likert Scale.<sup>20</sup>

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<sup>20</sup>.Andi Tenrisanna Syam *Using the Mistake Buster Technique to Improve the English Grammar Mastery* 2017

Bahrin Amin with the title, *The use of mistake buster technique to improve the students' writing skill*.

This research aimed to find out whether or not Mistake Buster Technique is effective to be used in writing a recount composition and find out the extent to which Mistake Buster Technique improve the ability of students in writing a recount composition for the Second Grade Students. A quasi experimental design was employed with two classes of the second graders at one school in Makassar selected purposively as sample.<sup>21</sup>

Hanifah and Tiarina with the title, *Using the Mistake Buster Technique in Teaching Grammar to Junior High School Students* investigated using Mistake Buster in learning past continuous tense made the class more active when learned grammar to the first graduate in Junior High School.<sup>22</sup> The researcher found that the Mistake Buster was one of good alternative technique, because this technique had two stages that teachers need before started the class. The stages were prepared and main activity.

Based on these previous studies, the researcher would like to conduct a research entitled “The Influence of mistake buster technique on students grammar ability at eighth grade students of MTSN 04 Muko-muko)”. In this research, the researcher improves students' grammar ability achievement in

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<sup>21</sup>BahrinAmin .*The use of mistake buster technique to improve the students' writing skill*2005

<sup>22</sup>Hanifah, Gemala Imelda and Tiarina, Yuli. . *Using the Mistake BusterTechnique in Teaching Grammar to Junior High School Students*.Padang:Journal of English Language Teaching. Vol.1 No.2. March 2013. Serie D.

learned simple past tense, because there are not investigated yet about improved students' grammar ability in simple past tense. The previous studies above just studied how to increase students' Grammar ability and investigated using Mistake Buster in learned simple past continuous tense.

### **G. Hypothesis of the Research**

In relation to the study, the writer formulates the following hypotheses

(H<sub>a</sub>): There is no significant difference in grammar ability achievement between the students who are taught using mistake buster and those who are not

(H<sub>o</sub>): There is a significant difference in grammar ability achievement between the students who are taught using mistake buster technique and those who are not

## CHAPTER III

### METHODOLOGY

#### A. Research Design

The design of this research is quasi-experimental research. According to Freeman and Long quasi-experimental design is closer to the true experiment that one of two criteria of experimental design is met.<sup>23</sup> One of the criteria could be eliminated.

In this research, the researcher identified two groups of subject, namely experimental and control group. Both groups have been given a pre-test. From the pre-test result, the researcher knows the level of students' qualification. So these two groups were accepted as the samples in this study.

According to Ary stated that quasi experimental design are similiar to randomized experimental designs in that it involves manipulation of the independent variable in which the samples are not randomly assigned.<sup>24</sup>

The Experimental group used was Mistake Buster technique, while control group used conventional treatment is Grammar Translation Method (GTM). After the treatment, both groups have been given a post-test to know the students score of comprehension. The design of this research would be as follow

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<sup>23</sup>Freeman, Diane Larsen & Long, Michael H. *An Introduction to Second Language Acquisition Research*. New York: Longman.1991 p 67

<sup>24</sup> Donald Ary, et all *introduction to research in education* (wadsworth cengage Learning , 2010) p. 316



**TABLE 3.1.****Table of Groups**

Groups	Pre-test	Treatments	Post-test
Experimental Group	Y1	X1	Y2
Control Group	Y1	-	Y2

Where :

Y1 : Pre-test                      X1 : Using Mistake Buster technique

Y2 : Post-test                      X0 : Without using Mistake Buster technique

## **B. Population and Sample**

### **1. Population**

When researcher want to do the research, of course the researcher has targets is research object or population. Population is a group objects is determined by criteria and also cn is categorized in objects such as human, document, data, and etc. according to Best population is any group of individuals that has one or more characteristics in common.<sup>25</sup>

Whereas, definition of population target is a research object that will be used to be research target. The population in this research was second semester students of MTSN 04 Muko-muko. The population has been divided into two groups, they were experimental group and control group

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<sup>25</sup>Best, Jhon W and V. Kahn, James. 2002. *Research in Education (9<sup>th</sup> edition)*. IN,U.S.A: Mishawaka.2002. P 65

**TABLE 3.2.**  
**The Population of the Research**  
**Distribution of Population**

<b>No</b>	<b>Class</b>	<b>Female</b>	<b>Male</b>	<b>Number</b>
<b>1</b>	<b>VIII. A</b>	<b>14</b>	<b>6</b>	<b>20</b>
<b>2</b>	<b>VIII. B</b>	<b>12</b>	<b>8</b>	<b>20</b>
<b>TOTAL</b>		<b>26</b>	<b>14</b>	<b>40</b>

### **C. Samples**

Samples are part of the population. According to Ary et al stated ,sampling is that it enables the researcher to also study the differences that might exist between various subgroups of a population.<sup>26</sup>

There are many experts who say researchers cannot conduct research for all components of the population because there is too much to study. The researcher can only take several representatives from the population. This is called a sample.

In choosing a sample, researchers used purposive sampling. According to Black purposive sampling is a sampling technique in which

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<sup>26</sup>Donald Ary et al. Opcit. Page. 153

researchers rely on their own judgment when choosing members of the population to participate in this study.<sup>27</sup>

It is assumed that personal knowledge about the population is used to assess whether a particular sample is representative. There are 40 students at the same level (40 of the population) taken as a sample. The researcher took two classes as sample, where 20 students are taken from each class. They are given pretest and posttest. They are divided into two groups, 20 students for experimental group and 20 students for the control group. That the experimental group was taught using the Mistake buster technique , while the control group was not taught using the mistake buster technique. The researcher considers 40 students as samples based on the same criteria homogeneity from students:

1. Average score (6-7) from previous semester scores
2. Age 12-13 years
3. Taught by the same teacher
4. The same number of genders

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<sup>27</sup> Ken ,Black .Buisness statistic: contemporary Decision Making . USA: John Wiley and Sons Ltd. 2010.P 219

**Table**

<b>No</b>	<b>Group</b>	<b>Class</b>	<b>Total</b>	
			<b>Male</b>	<b>Female</b>
<b>1</b>	<b>Experimental Group</b>	<b>VIII. A</b>	<b>14</b>	<b>6</b>
<b>2</b>	<b>control Group</b>	<b>VIII. B</b>	<b>12</b>	<b>8</b>
<b>TOTAL</b>			<b>20</b>	<b>20</b>

**Table of Sample****D. Instrument of The Research**

In this study, researchers was used the test as the research instrument of the two classes. They are the experimental class and the control class, because the researchers wanted to measure students' understanding of the use of simple past in sentences from the pre-test and post-test between the two classes.

**1. Pre-test and Post-test**

To get the data that is needed for this reseach was uses pre-test technique to know how the students' ability in mastering english especially grammar ability.

Used to measure each students' ability difference in english subject,especially grammar ability after getting treatment:learning grammar ability using mistake buster strategy.

## **2. Field notes**

Field notes is a kind that usually the researcher used when the directly observes the sample. Field note is highly recommended in qualitative because this qualitative research in contextual.

The function of field notes was to catch something happen that my not be enough captured through the audio recording when the researcher did observation and interview. Field notes should not need be formal , but they should be maintained and secured in similar manner to audio tapes and transcripts ,as they contain sensitive information and relevant to the research .

## **3. Documentation**

The research was uses camera to take photos during teaching learning,it will used to documentate all the research process. from giving the pretest,during the treatment class, the use of wall chart and giving post-test

## **E. Data collecting technique**

The researcher followed the steps in order to get the data :

### **1. Administering Pre-Test**

The researcher did the pre-test in experimental and control class. From this test, the researcher knows the students ability in grammar as preliminary data before giving the treatments.

### **2. Treatment**

The researcher does treatments of mistake corrector technique (Mistake Buster) in teaching grammar for the experimental class in three times and will not do mistake corrector technique, just do conventional teaching in control class. The kind of conventional teaching is Grammar Translation Method (GTM). In GTM, the researcher explains about the simple past tense and asks the students to understand about it. Then, the researcher gives the students the text and asks them to read and understand the text, and finally asks the students to answer the questions based on the text.

### 3. Administering Post-Test

The researcher does post-test after doing treatment in experimental and control class. Based on the post-test, the researcher can know the result in the experimental class with use Mistake Buster.

## **F. The Procedures in Teaching Grammar ability**

### **1. The stages for the experimental group**

Research was understanding grammar abilities using a mistake buster technique. Each meeting takes an allocation of about 2x45 minutes: The type of teaching is done for the eight meeting. The steps are follows

#### **a. Pre-activity (20 minutes)**

The teacher were prepared students for subject matter and identifies their prior knowledge.

- 1) Chosse the text

The researcher enter the classroom and gives greetings before starting. The researcher introduced Mistake Buster and applied it to students. The researcher explains the meaning, purpose, type, and example and writes the text on the board

2) Brainstorming

The researcher asks students to read the text carefully. The researcher makes 2 columns on the board and ask students to fill in the left column with the wrong verb and the right column with the correct answer.

**b. Whilst-activities (50 minutes)**

The Researchers were separate students into smaller study groups because class VIII. A consists 20 students, so the researchers separate into 2 groups and gave their own topics and materials (technique of the mistake buster) for each group to learn.

Listen carefully to the text the researcher reads.

1. Find errors in verbs in the text.
2. Write the correction in an empty place by putting the verb in Simple Past Tense.
3. Students must raise their hands quickly to get permission to give answers.
4. Students must say aloud the wrong verbs they hear and correct too.
5. Students must write the wrong verb and the correct answer on the board.



6. When students raise their hands and their answers are correct, researchers save ten points for their team.
7. Review the important points or give more explanations if necessary.
8. The researcher collects student answers.

**c. Post-activities**

Teacher carefully observed the students working independently language experience. Gave the follow up by giving homework.

**G. The Stages for the Control group**

In the class VIII B is control class the consist 20 students, the researcher were not teach the students by Mistake Buster. The researcher taught the students by english teacher

**H. Data Analysis Techniques**

1) Normality

Normality test is a group of data to find out where the data distribution is a normal curve or not. In this study is used of the Kormogrov Smirnov. Kormogrov Smirnov normality test are used to goodmess of fit the sample distribution and other distributions. This test compares a group of sample data to similar normal distribution and standard deviation scores. Based on statistics calculated about the normality test with confidence  $\alpha = 0.05$

2) Homogeneity Test

Before the T-test, the F-test will be done. To find out the variance equation of the two samples, calculate F then compare with F-table.

### 3) T-Test

The data analysis procedure is then as a T-test. T-test is a statistic that is used to determine the significant differences of the two samples on an average of two variables compared.

Quantitative data analysis is use in this research. The researcher found an average score. The researchers also measured how much the technique of mistake buster contributed, increasing the achievement of students' understanding in grammar.

In analyzing the data, the scores of students' comprehension in students' grammar in the pre-test and post-test were calculated using the T-test formula for treatment effects, researchers classified students' abilities based on elements of language scores (Fluency, accuracy, and understanding). Then, the researchers found the average score and standard deviation of the pre-test and post-test researchers decided whether the difference might occur by chance or by the effect of treatment.

The formula for the t-test can be seen followed:

$$t = \frac{\bar{X}_T - \bar{X}_C}{\sqrt{\frac{\text{var}_T}{n_T} + \frac{\text{var}_C}{n_C}}}$$

**Table 3.5****Scale Interval Categories**

Then , the result of the students score in pree test and post test would be classification based on scale interval categories created Daryanto ( citetd by Sari.)<sup>28</sup>

<b>Interval</b>	<b>Qualification</b>
0 – 25	Poor
30 – 55	Very poor
56 – 75	Good
76 – 84	Very Good
85 – 100	Excellent

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<sup>28</sup>Dian Permata Sari , “ An Analysis of students’Reading Comprehension Based on Four Levels Comprehension Skill”, retieved on October 5,2017, P: 9 from [ejournal.iaianbengkulu . ac .id/ index .php/ linguisticts article / download /102/97](http://ejournal.iaianbengkulu.ac.id/index.php/linguisticts/article/download/102/97)

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. RESULT

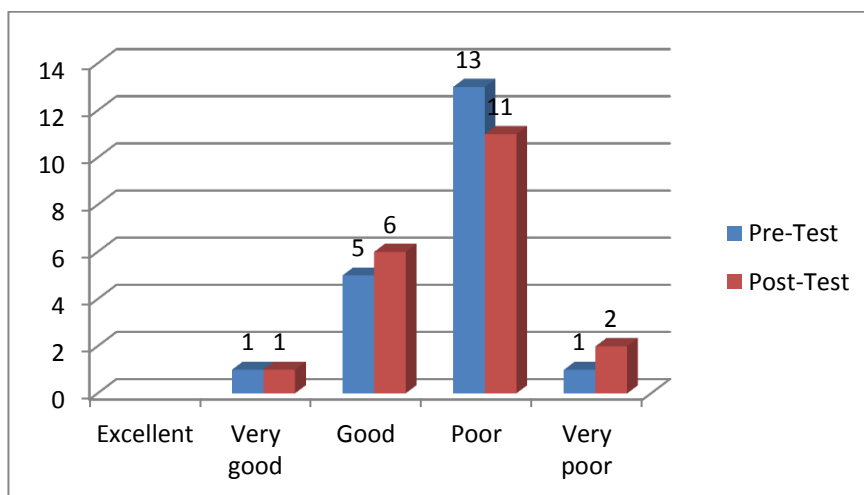
In this part, the result of the research was presented. The result showed that the students' test in learning grammar ability at eight grade students' of MTSN 4 muko-muko was increased. The finding of this study were obtained based on data analysis as presented in Chapter III. The finding were as follow.

##### 1. The Result of Grammar ability test

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experimental group and control group. The pre-test was given to the students before the experimental was conducted and the post-test was given at the end of the experiment.

##### a. The description of pre-test and post-test scores in experimental class

##### Students' Pre-Test and Post-Test in Experimental Class



*Graph for Pre-test and Post-test Scores in Experiment Class*

### Figure 4.1

Based on Figure 4.1, the post-test score was higher than Pre-test score.

It means teaching Grammar ability by using mistake buster technique could increase the students' Grammar ability score.

**b. The distribution of pre-test and post-test scores in the experimental Class can be seen Onfigure 4.1**

**Table 4.1**

**The Distribution in Experimental class**

Score Interval	Category	Pre-Test		Post-Test	
		Frequency (Students)	Percentag e (%)	Frequency (Students)	Percentage (%)
85-100	Excellent	0	0%	3	15%
76-84	Very good	3	15%	2	10%
56-75	Good	5	25%	12	60%
30-55	Poor	11	55%	3	15%
0-25	Very Poor	1	5%	0	0%

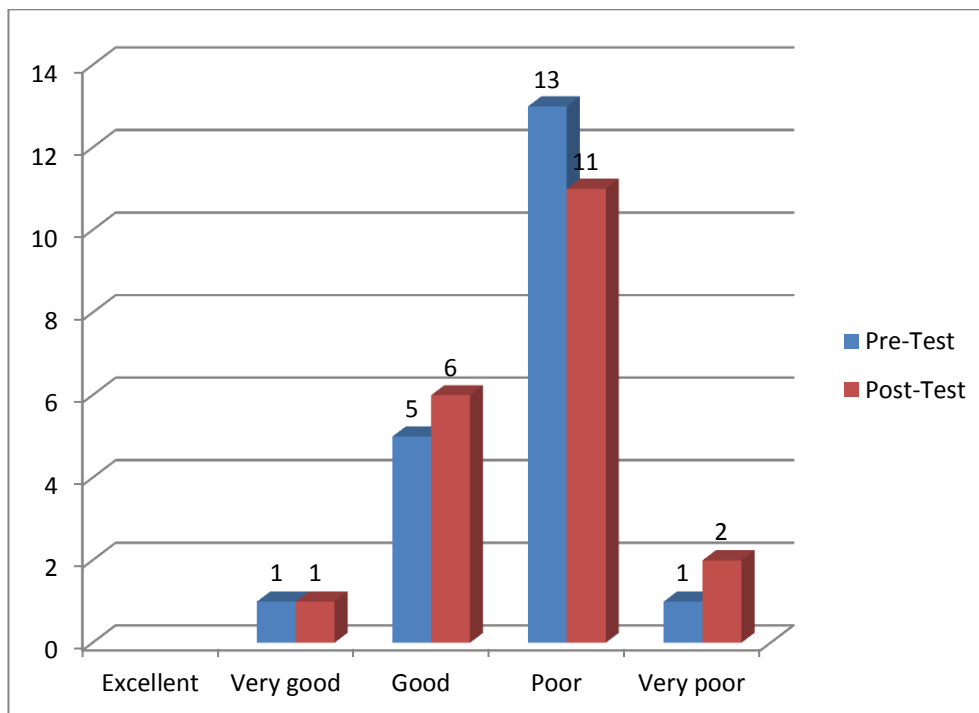
Based on table 1, the pre-test in the experimental group, there was 0 (0%) students in excellent category, 3(15%) students was in very good category, 5 (25%) students were good category, 11 (55%) students were in poor category, and 1 (5%) were very poor category. While, in post-test, there was 3 (15%) students in excellent category, 2 (10%) students was very

good category, 12(60%) students were good category, 3 (15%) students were poor category, and 0 (0%) students were very poor category.

**c. The Description of Pre-Test and Post-Test Scores in the Control Class.**

Graphically the total score of students pre-test and post-test in the control class can be seen on figure 4.2

**Students' Pre-Test and Post-Test in Control Class**



**Figure 4.2**

Based on Figure 4.2, it was showed that the post-test score and the pre-test scores were relatively same. It means the score of students' grammar ability increased gradually. The distribution of pre-test and post-test scores in the control class can be seen on table 4.

**Table.4.2****The Distribution in Control Class**

Score Interval	Category	Pre-Test		Post-Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
85-100	Excellent	0	0%	0	0%
76-84	Very good	1	5%	1	5%
56-75	Good	5	25%	6	30%
30-55	Poor	13	65%	11	55%
0-25	Very Poor	1	5%	2	10%

Based on the table 4.2, the pre-test in control class, there was 0 (0%) students in excellent category, 1 (5%) students was in very good category, 5 (25%) students were in good category, 13 (65%) students were in poor category, and 1 (5%) students were in very poor category. While in post-test there was 0 (0%) students was in excellent category, 1 (5%) students was in very good category, 6 (30%) students were in good category, 11 (55%) students were in poor category, and 2 (10%) students were in very poor category.

## 2. The Normality and Homogeneity of the Data Score

Before analyzing the data, homogeneity and normality of the data should be measured. In determining homogeneity and normality of the data Kolmogorov-Smirnov test was used.

### a. The Result of Normality Data of Pre-Test Score

In analyzing the normality of the data test of pre-test scores, one sample Lilliefors test used since the data of each group less than 40 data. The test of normality of pre-test scores of the experimental group and pre-test scores of the control group can be seen on table 4.3 and 4.

**Table 4.3**

### Test of Normality of Pre-Test Scores of the Experimental Class

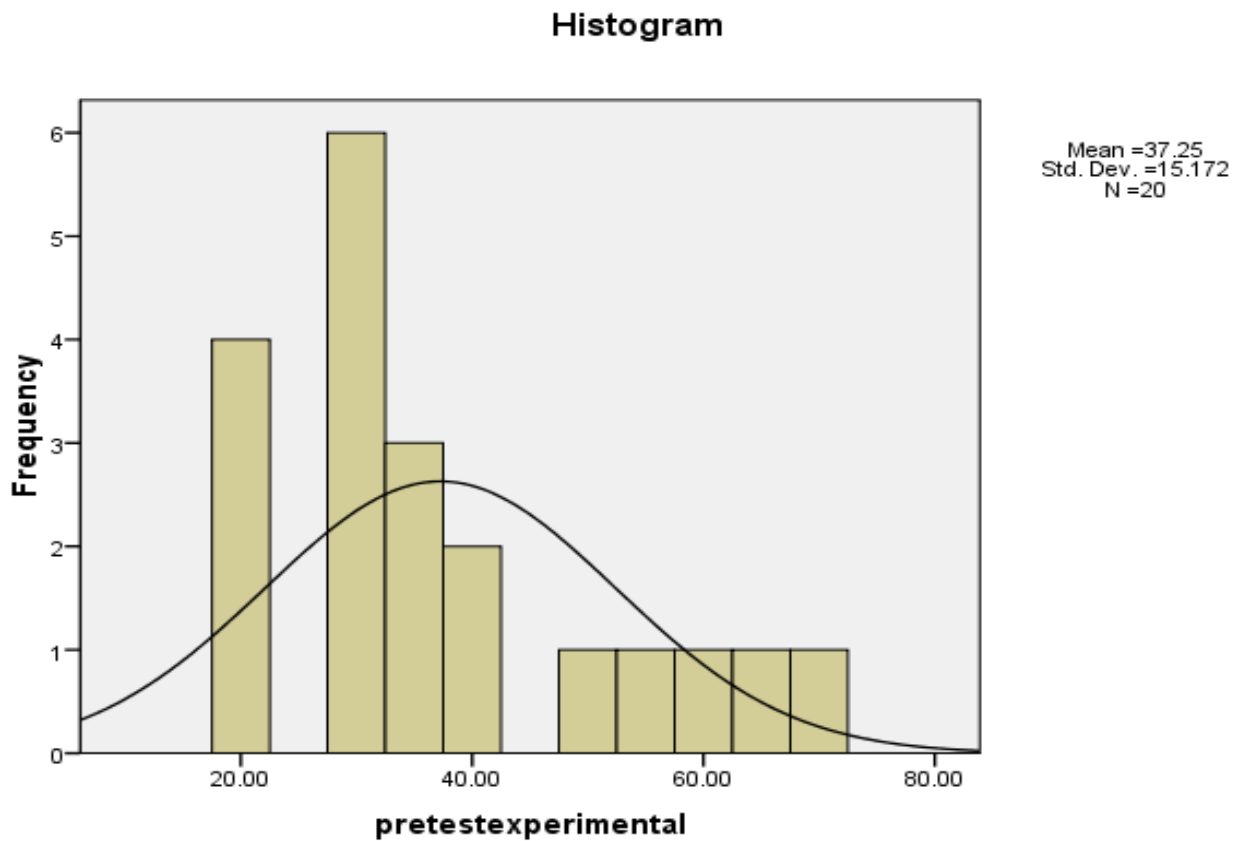
One-Sample Kolmogorov-Smirnov Test		pretestexperimental
N		20
Normal Parameters <sup>a</sup>	Mean	37.2500
	Std. Deviation	15.17226
Most Extreme Differences	Absolute	.209
	Positive	.209
	Negative	-.128
Kolmogorov-Smirnov Z		.934
Asymp. Sig. (2-tailed)		.347
a. Test distribution is Normal.		
b. Calculated data		



The kolmogorov-smirnov test of the pre-test of the experimental class showed that significance were 0,347, since p value (0,347) was higer than 0,05, it can be concluded that th data obtaind were considered normal.

The histogram of the normal data of pre-test scores of the experimental class can be seen on figure

### The Histogram of the Students' Pre-Test of The Experimental Class



**Figure 4.3**

### Test of Normality Test of Pre-Test Scores of the Control Class

**Table 4.4**

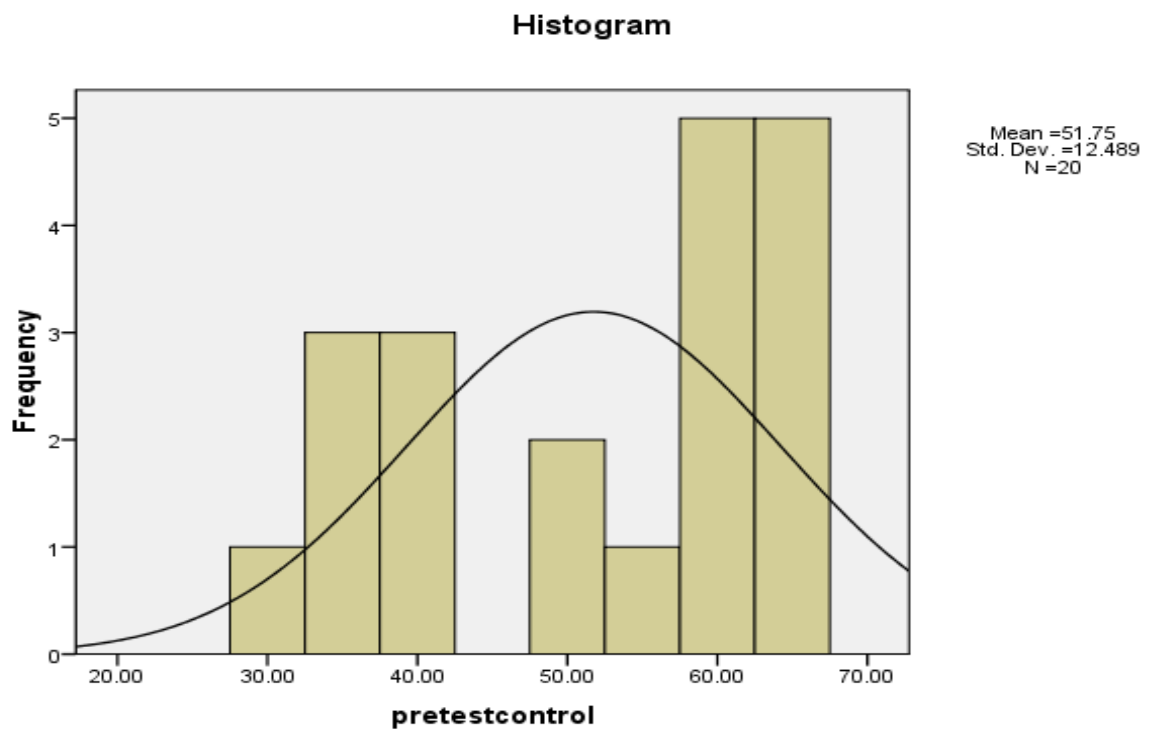
#### One-Sample Kolmogorov-Smirnov Test

		Pretestcontrol
N		20
Normal Parameters <sup>a</sup>	Mean	51.7500
	Std. Deviation	12.48947
Most Extreme Differences	Absolute	.246
	Positive	.177
	Negative	-.246
Kolmogorov-Smirnov Z		1.098
Asymp. Sig. (2-tailed)		.279
a. Test distribution is Normal.		
b. calculated data		

The kolmogorov-smirnov test of the pretest of the control group showed that sinificance was 0,279. Since p value (0,279) was higher than 0,05, it can be concluded that the data obtained were considered normal.

The histogram of the normal data of pre-test scores of the data control class can be seen on figure 4.4

### The Histogram of Students' Pre-Test Control Class



**Figure 4.4**

#### **b. The Result of Normality Data Test of Post-Test Scores**

In analyzing data the normality of the data test of post-test scores, one-sample kolmogorov-smirnov test was used since the data of each group less than 41 data. The test of normality of post-test scores of the Experimental group and Control group can be seen on table 4.5 and 4.

**Tabel 4.5**  
**Test of Normality of Post-Test Scores of the Experimental Class**  
**One-Sample Kolmogorov-Smirnov Test**

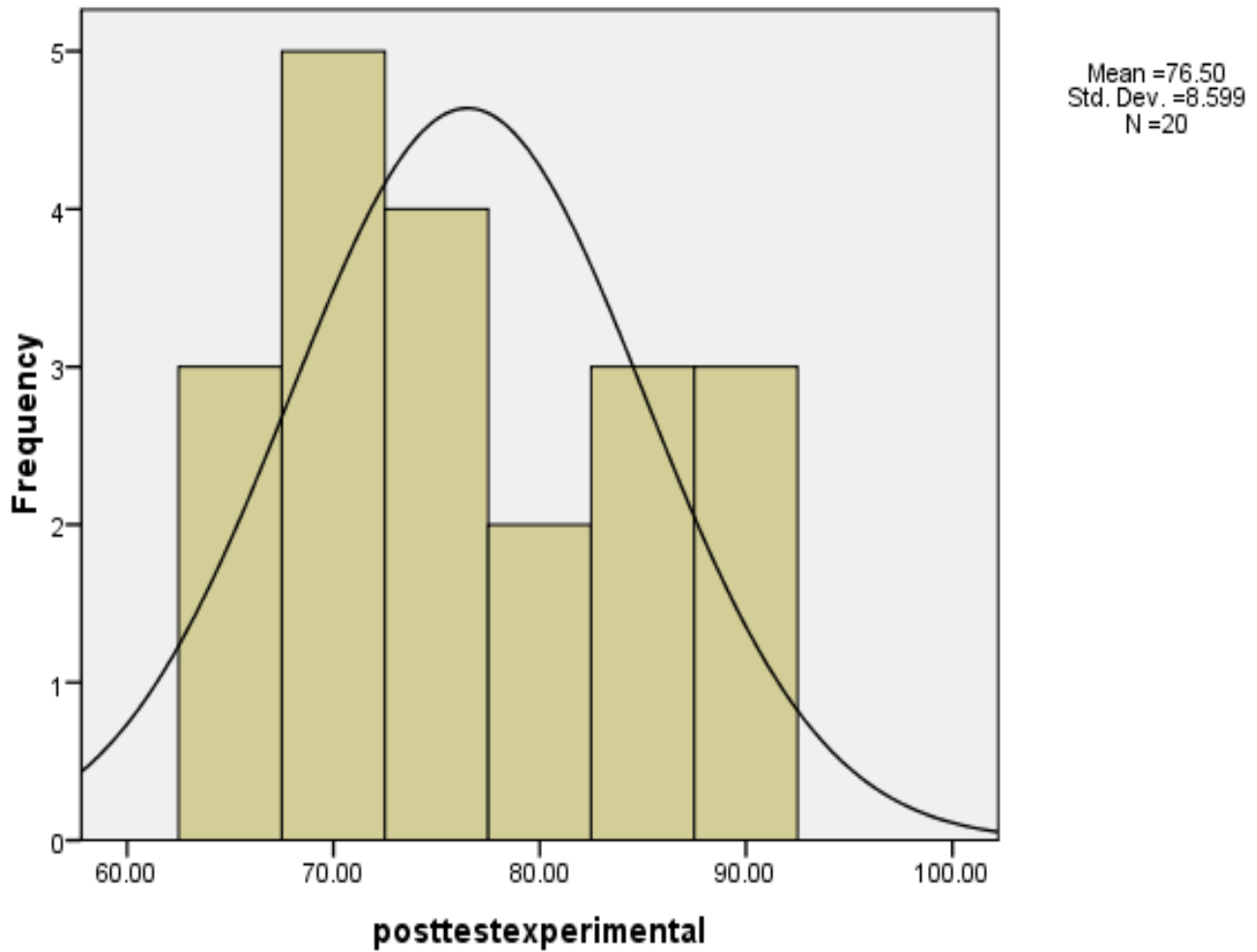
		Posttestexperimental
N		20
Normal Parameters <sup>a</sup>	Mean	76.5000
	Std. Deviation	8.59927
Most Extreme Differences	Absolute	.175
	Positive	.175
	Negative	-.139
Kolmogorov-Smirnov Z		.783
Asymp. Sig. (2-tailed)		.572
a. Test distribution is Normal.		
b. calculated data		

The kolmogorov-smirnov test of the post-test of the experimental group showed that significance was 0,572. Since p value (0,572) was higher than 0,05, it can be concluded that the data obtained were considered normal.

The histogram of the normal data of post-test scores of the experimental group can be seen on figure 4.5

### The Histogram of The Students' Post-Test of the Experimental Class

Figure 4.5  
Histogram



Tabel 4.6

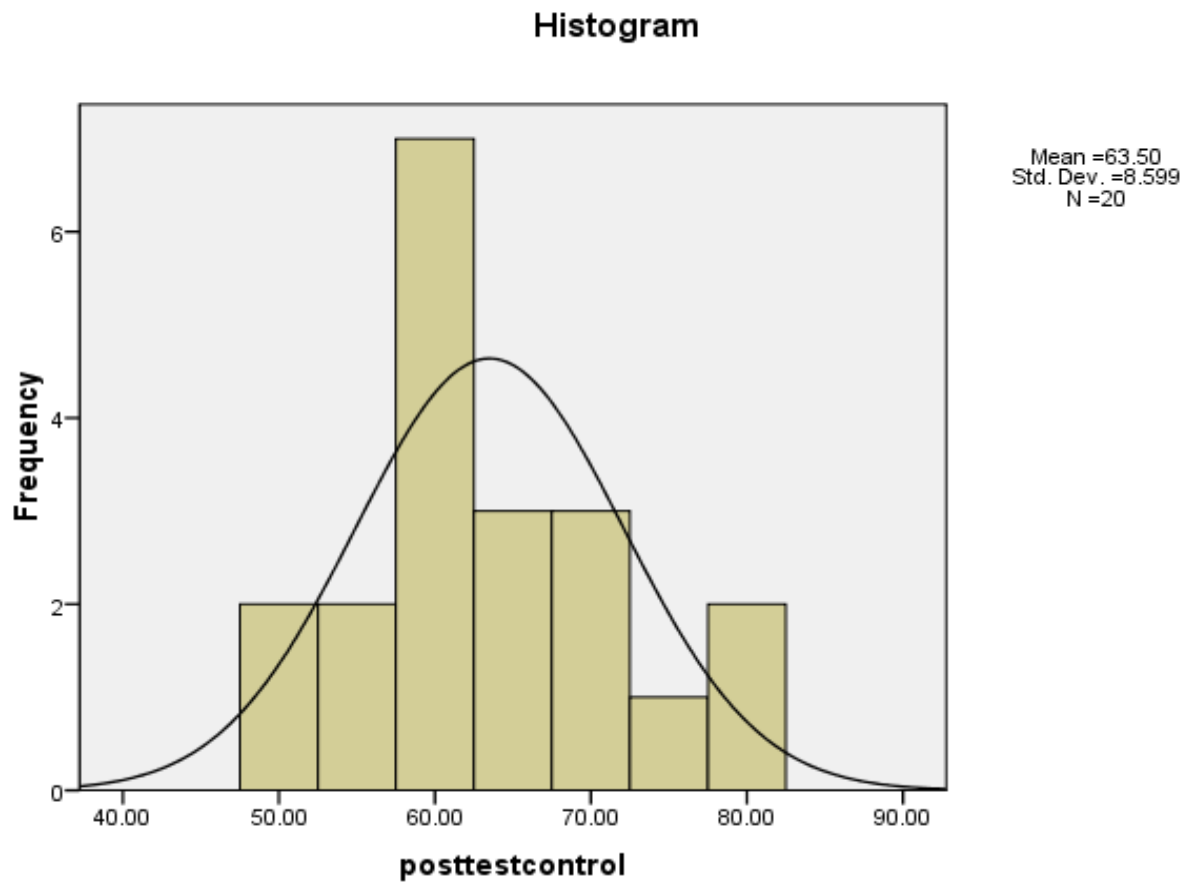
## Test of Normality Test of Post-Test Scores of the Control Class

One-Sample Kolmogorov-Smirnov Test		posttestcontrol
N		20
Normal Parameters <sup>a</sup>	Mean	63.5000
	Std. Deviation	8.59927
Most Extreme Differences	Absolute	.208
	Positive	.208
	Negative	-.142
Kolmogorov-Smirnov Z		.930
Asymp. Sig. (2-tailed)		.352
a. Test distribution is Normal.		
b. Calculated data		

The kolmogorov-smirnov test of the post-test of the experimental group showed that significance was 0,352. Since p value (0,352) was higher than 0,05, it can be concluded that the data obtained were considered normal.

The histogram of the normal data of post-test scores of the experimental group can be seen on figure 4.6

### The Histogram of the Students' Post-Test of the Control Class



**Figure 4.6**

### c. The Result of Homogeneity of Variances Test

The result of Homogeneity of variances test can be seen on table 4.7

**Table 4.7**

#### **Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
1.230	5	13	.450

The test homogeneity of variances showed that the significant were 0,450. Since, 0,450, was higher than alpha level of 0,05 meaning that the variances of very treatmentt was homogenous.

### 3. The Statistically Analysis Result

In order to verify the hypohthesis proposal, the statistical analyses were applied. The t-test and independent sample, t-test in which paired t-test was used to find out wether there are singnificant differences in students' Grammar ability before and after the treatment in the experimental and control class, meanwhile independent sample t-test (SPSS) 16 program for window was applied in order to find out whether or not there was significance in students Grammar ability between the experimental class and control class.



a. Paired Sample t-test Analysis

1). Statistical Analysis on the Result of pre-test and post-test in the experimental class

**Table 4.8**

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Posttestcontrol	63.5000	20	8.59927	1.92285
Posttestexperimental	76.5000	20	8.59927	1.92285

Based on the paired sample statistic (table 4.8), the mean of grammar ability post-test in the control class was 63,50000 and the standard deviation was 8,59927. The mean of grammar ability post-test in the experimental class was 76,5000 and the standard deviation was 8,59927

**Table 4.9**

**Paired Samples Test**

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Posttest experimental posttestcontrol	5.30000	12.18282	2.72416	7.29827	18.70173	4.772	19	.000

The result of the paired sample t-test, paired sample difference in mean between pre-test of grammar ability achievement in the experimental class was 5.30000 with standard deviation of 12.18282 with standard and t-obtained was 4,772 at the significant level of 0,05 and the degree of freedom 19 and the critical value of t-table for tailed test was 1,70

From the table 4.9, it can be seen that t-obtained 4,772 was higher than the critical value of t-table 1,70 it can be stated that the research hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected. It means that there was significant difference in Grammar ability achievement within the students in the experimental class.

The table above showed the variables of this research. There were two variables of the research, which were dependent and independent variable. From the table above, dependent was Grammar Ability and the independent variable was title Mistake buster technique

**Table 4.10**  
**Independent Samples 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
Equal variances assumed	.096	.759	4.781	38	.000	13.00000	2.71933	7.49501	18.50499
Equal variances not assumed			4.781	38.000	.000	13.00000	2.71933	7.49501	18.50499

Based on table 4.10, the value t-obtained was 4,781 at the significant level 0,05 in two tailed testing with df was 38. Where critical value of t-table was 1.70, since the value t-obtained 4,781 higher than the critical value of t-table (1,70),  $H_a$  was accepted and  $H_o$  was rejected. It means that there was significant difference in Grammar ability within the students in experimental class, who were taught by using Mistake buster technique and those who were not.

**Table 4.11**  
**Regrensi**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.154 <sup>a</sup>	.670	-.056	8.83485

a. Predictors: (Constant), posttestexperimental

Based on the table above shows a symbols (R) which is the abbreviation of correlation coefficient. Based on the table above coefficient (R) was 0,154.it means the correlation between Mistake Buster Technique and Grammar ability is enough.while the coefficient determination (R square) showed how far the effect both them . It showed that R square was 0,670 . It means the effect of Mistake Buster Technique on Students' Grammar ability achievement was 67,0%

## **D. DISCUSSION**

Based on results of the study, the following interpretations are presented to strengthen the value of the study. The experimental and control classes have the same level of grammatical ability as indicated by the grammar pre-test given before treatment. The results showed statistically significant differences in the achievement of grammar abilities between students taught using the Mistake Buster Technique and those who did not. The value of t-obtained is 4.781 at a significant level of 0.05 in testing two tails with df is 38, where the critical value of t-table is (1.70). Because the value of t-obtained is 4.781 higher than the critical value of t-table (1.70), it is accepted and  $H_0$  is rejected. This means that there are significant differences in achieving Grammar abilities of students taught using the Mistake Buster Technique

In addition, the Error Buster Technique helps students to think about how their grammar in continuing. It helps students to know what questions they need to ask themselves during text grammar to get meaning. Students continue to be active in managing and regulating what they have learned, to make hypotheses and predictions in relation to the text and its purpose. For this purpose, they are used to assess deep understanding of students through questions and also analyze problems. Students are given a system that helps them actively monitor their reading success, with the technique of a mistake buster they like grammar.

Using the Mistake Buster Technique in teaching grammatical skills that help students to get ideas based on the premise that successful grammar begins by recognizing what is not true and not understood in a part. This proves that the Error Buster Technique can improve students' grammar abilities. Groups that exceed the Buster Mistake Technique exceed the group taught through traditional methods. Error buster techniques are considered effective for improving students' grammar skills. Students have special steps to be used to clear up the problem and be involved in summarizing the material in their own words, thus helping them to remember and also understand.

There are several reasons why the Buster Mistake Technique has a significant effect on students' grammar achievements in the experimental class. First, students in the experimental class are given situations where they carry out discovery activities that actively involve them analysis and application. Students are not only recipients, but also actors from their own experiences in learning material, especially grammar achievements.

According to Hanifah and Tiarina.<sup>29</sup> Using mistake buster technique in teaching past continues tense can give some Misatake buster makes students fell excited because they are actively involved in the learning process. Gives the sense of accomplishment to the students due to the opportunity to identify and correct the possible mistakes themselves instead of the teacher telling

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<sup>29</sup> Hanifah, Gemala Imelda and Tiarina, Yuli. . *Using the Mistake Buster Technique in Teaching Grammar to Junior High School Students*. Padang: Journal of English Language Teaching. Vol.1 No.2. March 2013. Serie D.

them what the mistake are.Help the teacher to check the students comprehension and understanding of the lesson given.Students fell comfortable and fun in teaching-learning process.

Second, students in the experimental class are not taught through only passively receiving information from the student's textbook or teacher. So, they also experience material without too much passive information given by the teacher. Using the Mistake Buster Technique, students discover the general structure of grammar analysis.

While students in the control class were not taught using the Mistake Buster Technique, but only got the conventional strategy that is usually used by the teacher. The results of students in the control class got a posttest score lower than the posttest score of the experimental class.

It can be concluded that the Mistake Buster Technique is able to improve student grammar achievement. Most of the 8th grade students in the experimental class had better development and post-test scores than their scores in the pre-test. As students in the control class scored lower in the post-test. The results of this study indicate that using the Buster Error Technique provides a significant difference in improving students' abilities of what they read and contributes to students for extensive image knowledge before they even fill in the questions. Therefore, in this study it means that LEAs can improve students' grammar skills in Muko-muko's 4 MTSN classes

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result and discussion stated on the previous chapter, can concluded that there was significant difference in grammar achievement toward the students who were taught by using Mistake Buster Technique and those who were not. The students in experimental class could improve their grammar achievement significantly. It can be seen from the analysis of the data gathered during the experimental. The mean score of the post-test in experimental class was 5,72 which was higher than the mean score of post-test control class which was 35,2.

It showed that Mistake Buster Technique gave significant effect of the students' Grammar achievement. There were some reasons why Mistake Buster Technique gave significant effect on students' grammar achievement in experimental class. First, the students in experimental class were provided the situation where they did discovery activities which actively involved them in analysis and application. Second, the students in experimental class were not taught through only receiving information passively from a text book or teacher.

While the students in control class that only get conventional (lecturing) method which is usually used by the teacher were not significantly improved. The students in control class of lower post-test scores than post-test



score of experiment class. As the comparison of experimental class, the control class did not show the significant effect of using conventional method which is usually used by the teacher in teaching grammar ability , thus, alternative hypothesis (Ha) was accepted , and null hypothesis (Ho) was rejected .

## **B. Suggestion**

Based conclusion above,The reseacher would like to suggest that the students at MTSN 4 Muko-muko,would like to improve their motivation , ther active, and their comprehending grammar text using Mistake Buster Technique.

The researcher also suggests,the teacher at MTSN 4 Muko-muko also at jonior high school would be used LEA strategy to improve the students' grammar ability .

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