

**THE IMPLEMENTATION OF MISTAKE BUSTER TO IMPROVE STUDENTS'
ENGLISH GRAMMAR MASTERY AT MTS MIFTAHUL ULUM MADIUN**

THESIS



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ABSTRACT

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Grammar is an essential thing in a learning language, especially in English. Grammar is the core to master all of the skills in English that are reading, speaking, listening, writing. The Mistake buster technique is one of the technique to teach grammar through the mistake that usually faced by students. The teacher's role becomes mistake maker and also mistake correction.

This research aimed to describe whether the implementation of mistake buster can improve students' english grammar mastery at eight grade B MTs Miftahul Ulum Madiun in academic year 2021/2022. This research applied A Classroom Action Research (CAR) as the research design. This research consists of two cycles which was in each cycle contained of four phases: planning, acting, observing, reflecting. The first cycle consists of four meetings and the second cycle consists of three meetings. The data collection of this research methods used tests, observation, interview and field notes. The sample of this research was 24 students of MTs Miftahul Ulum

The result of this research showed a significant improvement in students' activeness and test result of the students from cycle 1 to cycle 2. The percentage of students' activeness in cycle 1 was 67,2%, meanwhile in cycle 2 was 87,8%. It demonstrated that the improvement was 20.6%. The result students' activeness in cycle 2 also has reached the predetermined indicator of 70%. The percentage of the students' test also increased from pre-test to post-test in cycle 1 and post-test cycle 1 to post-test cycle 2. In the pre-test, the student who got score above the KKM got a percentage of 12,5%, meanwhile in the post-test cycle 1, the student who got score above the KKM got a percentage of 50%. It demonstrated that the improvement was 37,5%. In the post-test cycle 2, the student who got score above the KKM was got a percentage of 83,3 %. The improvement post-test 1 to post-test 2 was 45,8%. The test result of cycle 2 has reached the predetermined indicator of 75%.

In conclusion, from the data exposure above the implementation of mistake buster can improve students' English grammar mastery at the eighth grade B of MTs Miftahul Ulum Madiun.



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Ponorogo, 1 April 2022

Author



Frilyana Faradila



TABLE OF CONTENT

COVER.....	i
APPROVAL SHEET	ii
RATIFICATION.....	iii
DEDICATION.....	iv
MOTTO.....	v
ABSTRACT	vi
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENT	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES.....	xiii
CHAPTER I INTRODUCTION.....	1
A. Background of The Study	1
B. Identification and Limitations of the Problems	6
C. Statement of Problem.....	7
D. Objective of Study	7
E. Significances of The Research.....	8
F. Operational Definition	8
CHAPTER II LITERATURE REVIEW	11
A. English Grammar Mastery	11
1. Definition of Grammar.....	11
2. Tenses.....	11
3. Simple Past Tense	16
B. Teaching Grammar	19
1. Definitions of Teaching Grammar	19
2. The Approaches of Teaching Grammar.....	21
3. Techniques of Teaching Grammar.....	22
4. Mistake Buster Technique.....	23
5. Importance of learning grammar.....	29
C. Assessing Grammar	29
D. Previous Research Findings.....	36
E. Theoretical Framework.....	38
F. Hypothesis.....	39
CHAPTER III RESEARCH METHOD	40

A. Research Design.....	40
B. Research Setting and Subject.....	43
1. Research Setting.....	43
2. Research Time.....	44
3. Research Subject.....	44
C. Data and Data Source.....	45
D. Techniques of Data Collection.....	46
1. Qualitative.....	46
2. Quantitative.....	47
E. Research Instruments.....	47
F. Data Analysis and Indicator of Success.....	48
1. Data Analysis.....	48
2. Indicator of Success.....	50
G. Research Procedures.....	51
1. Planning.....	51
2. Acting.....	52
3. Observing.....	54
4. Reflecting.....	54
CHAPTER IV RESEARCH RESULT.....	56
A. General Description of Research Setting.....	56
1. Objectives of MTs Miftahul Ulum.....	56
2. Vision and Mission of MTs Miftahul Ulum.....	57
B. Data Exposure.....	58
1. Data Exposure of Pre-research.....	58
2. Data Exposure of Research.....	59
C. Discussions.....	77
CHAPTER V CLOSING.....	85
A. Conclusions.....	85
B. Recommendations.....	85
BIBLIOGRAPHY.....	87
APPENDICES	
PRONOUNCEMENT	
LETTER OF PERMISSION	
CURRICULUM VITAE	

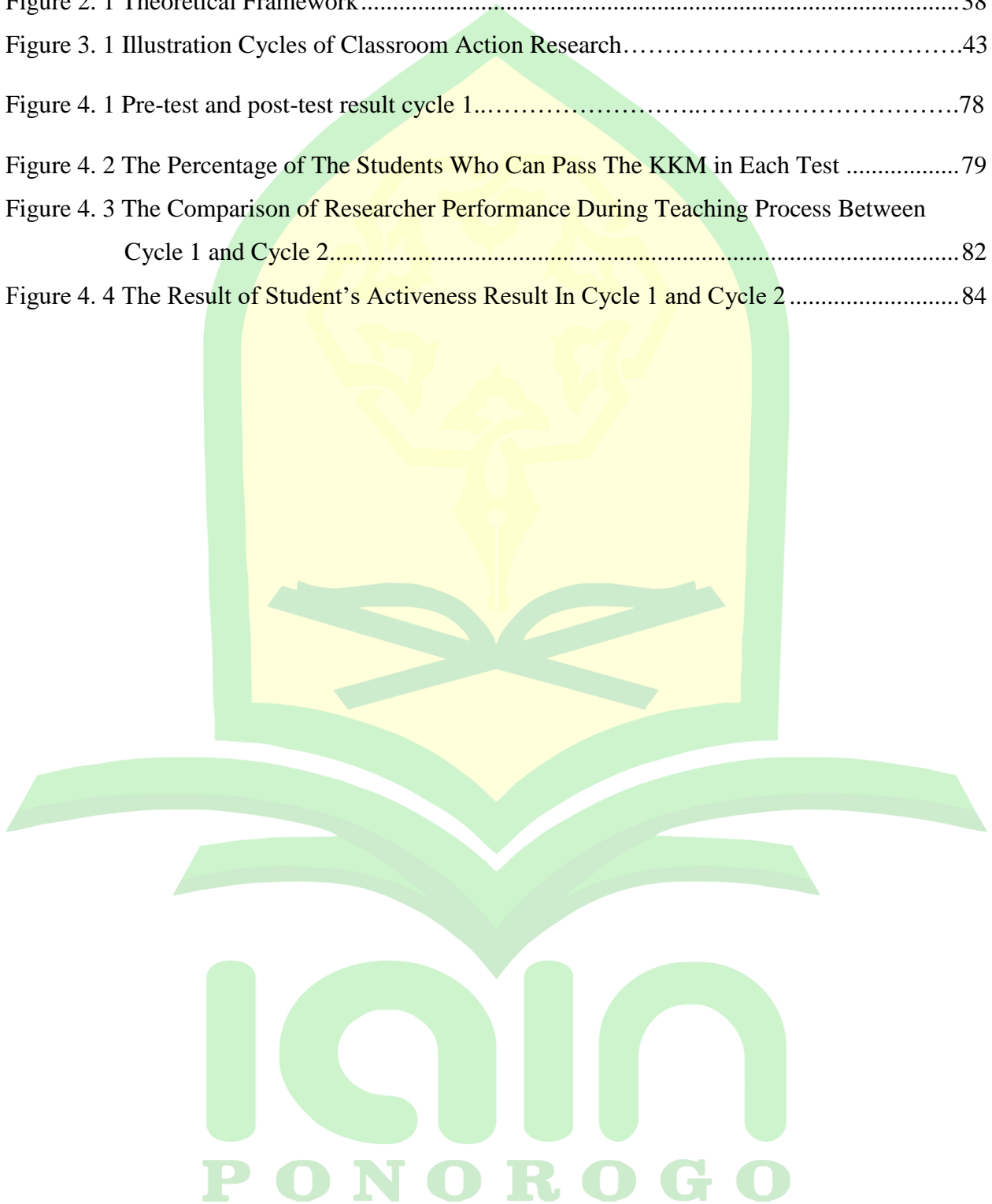
LIST OF TABLES

Table 3. 1 Table 1 Classification of range students' mastery learning categories towards the materials.....	50
Table 4. 1 The Result of Pre-test Cycle 1.....	60
Table 4. 2 Percentage Result of Pre-test in Cycle 1	61
Table 4. 3 The Result of Post-test in Cycle 1.....	63
Table 4. 4 Percentage Result of Post-test in Cycle 1	64
Table 4. 5 The observation Result of Teaching Process	65
Table 4. 6 Scale of Scoring The Observation Sheet.....	66
Table 4. 7 The Result of Student's Activeness Observation.....	66
Table 4. 8 The Scale of Scoring the Student's Activeness Observation.....	67
Table 4. 9 The Result of Post-test in Cycle 2.....	72
Table 4. 10 The Percentage of Pot-test Result in Cycle 2.....	73
Table 4. 11 The Result of Teaching Process Observation	74
Table 4. 12 the Result of student's activeness observation.....	75
Table 4. 13 The Result of pre-test and post-test in cycle 1	77
Table 4. 14 The Result of All The Test.....	78
Table 4. 15 The Comparison of Researcher Performance During Teaching Process in Cycle 1 and Cycle 2.....	81
Table 4. 16 The percentage of Student's activeness result in cycle 1 and cycle 2.....	82



LIST OF FIGURES

Figure 2. 1 Theoretical Framework.....	38
Figure 3. 1 Illustration Cycles of Classroom Action Research.....	43
Figure 4. 1 Pre-test and post-test result cycle 1.....	78
Figure 4. 2 The Percentage of The Students Who Can Pass The KKM in Each Test	79
Figure 4. 3 The Comparison of Researcher Performance During Teaching Process Between Cycle 1 and Cycle 2.....	82
Figure 4. 4 The Result of Student's Activeness Result In Cycle 1 and Cycle 2	84



LIST OF APPENDICES

- Appendix: 1 The School Profile of MTs Miftahul Ulum
- Appendix: 2 Preliminary Interview Towards English Teacher and The Students
- Appendix: 3 Data Test of 8A and 8B of MTs Miftahul Ulum
- Appendix: 4 The Lesson Plans of Cycle 1-2 and Validation Sheet
- Appendix: 5 Field Notes of First Meeting in Cycle 1
- Appendix: 6 Field Notes of Second and Third Meeting in Cycle 1
- Appendix: 7 Field Notes of Fourth Meeting in Cycle 1
- Appendix: 8 Observation Sheet of Teaching Process in Cycle 1
- Appendix: 9 Observation Sheet of Student's Activeness in Cycle 1
- Appendix: 10 Interview Result of Students in Cycle 1
- Appendix: 11 Interview Result of English Teacher in Cycle 1
- Appendix: 12 Field Notes of First and Second Meeting in Cycle 2
- Appendix: 13 Field Notes of Third Meeting in Cycle 2
- Appendix: 14 Observation Sheet of Teaching Process in Cycle 2
- Appendix: 15 Observation Sheet of Student's Activeness in Cycle 2
- Appendix: 16 Interview Result of Student in Cycle 2
- Appendix: 17 Interview Result of English Teacher in Cycle 2
- Appendix: 18 Documentation



CHAPTER I

INTRODUCTION

A. Background of The Study

Grammar is an essential thing in a learning language, especially in English. Grammar is the core to master all of the skills in English that are reading, speaking, listening, writing. Grammar is the structure description of a language and how to form sentences through language units such as words and phrases.² Grammar based on the rules that govern the utilize, structure of words and classification, syntactic structures to build coherent and cohesive communication. Grammar is the component of the construct of a language and portrays how words fit together in correct structure.³ Grammar is the key to formulate the right sentence that can be understood by students. Building right sentence structure is vital to keep away from wrong meaning and to assist communicating with other people without any problem. Grammar with errors will affect all language skills and make student has low proficiency in English. So, grammar is important element in learning English language. The students must study grammar more deeply to improve their ability to learn English. A good students' understanding of grammar will make them easier to learn English.

Teaching English grammar has been conducted from primary high school until senior high school, but there are some issues when learning English grammar. Based on the interview in the pre-research the researcher found at the eighth grade of MTs Miftahul Ulum , there are some problems that related to the English grammar.⁴ The first, the

² Jack C. Richards and Richard W. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 4th ed (Harlow: Longman, 2010), 251.

³ Peter Herring, *Complete English Grammar Rules.*, 2016, 11.

⁴ Students' of MTs Miftahul Ulum, Interview: Grammar Difficulties, 3rd November 2021, November 3, 2021.

students difficult to memorize the structure of the grammar. Usually, the difficulty learners have in understanding a grammatical feature.⁵ Complexity of the English grammar rules makes the students cannot memorize easily. The students must to understand it deeper by directly involved in learning centered on the students. The low student's frequency involvement in the learning process affects their ability and understanding in memorizing the structure of English grammar. In the past, the grammar studied more centred on the teaching of the teacher, but not student-centred.⁶ So, the lack of students' involvement in the learning made them difficult to memorize English grammar.

Then, the second issue many of students while doing English grammar task in some cases became confounded and difficult to comprehend the structure, they cannot identify the grammatical errors of the sentences that have been made. All the teachers believed that grammatical errors should be corrected, even when communicative goals are attained.⁷ Meanwhile, the students are unaware of the errors structure of the sentences because of less understanding of English grammar. The analyses of the researcher, they are lack of critical thinking awareness about the material or about the topic that have delivered from teacher. Developing students' critical thinking awareness are essential things to help them observe the problem of the grammar task and also solve self-problem when learning activity. They should find their own shortcoming to solve their issue. They need other teaching technique to stimulate their critical thinking in order to master in English grammar.

⁵ Lindita Kaçani and Suela Mangelli, "Albanian Teachers' Perceptions about Difficulties in Teaching and Learning Grammar of EFL," *Journal of Educational and Social Research*, September 1, 2013, 150, <https://doi.org/10.5901/jesr.2013.v4n3p149>.

⁶ Zhen Zhou, "The Investigation of the English Grammar Learning Strategy of High School Students in China," *Theory and Practice in Language Studies* 7, no. 12 (December 3, 2017): 1443, <https://doi.org/10.17507/tpls.0712.11>.

⁷ Kaçani and Mangelli, "Albanian Teachers' Perceptions about Difficulties in Teaching and Learning Grammar of EFL," 51.

The third issue related with psychological factor in learning English grammar is less participation of the students in the class because insecurity. The students favored explicit grammar teaching because of their expectations and feelings of insecurity.⁸ The students think that grammar is the most difficult part of learning English. They feel bored learning grammar because they are confused to construct the sentences correctly. This may be because the students' previous knowledge of English grammar was minimal and the differences were striking from English and mother tongue in the structure of language. The lack of motivation to learn English grammar will impact the atmosphere in the classroom. The low motivation to learning comes from students' own and can also be caused by the style and method of delivering material by the teacher. The students need a more challenging strategy in learning grammar that will manage the classroom more active, and there is good feedback between each students and teacher so that they will participate in the learning process.

The next problem is there is no improvement in teaching English grammar from the teacher. Based on the researcher's observation, the teacher uses direct methods to teach English grammar. It makes the students less motivated to follow the learning activities. The unpleasant classroom teaching management will hinder the student's understanding. The direct methods in teaching English grammar impacts their creativity to construct sentence correctly. As a result, they tend to be passive and hesitant to try. This is exacerbated when they pay less attention to the lesson when the teaching and learning process takes place. In other hand, they need a new method to understand English grammar. The appropriate technique or method will fix the all issues in the learning English grammar and also improve their English competency.

⁸ Kaçani and Mangelli, 151.

The specific problem based on the researcher's interview to the teacher and student at MTs Miftahul Ulum is student difficult to differ the regular and irregular verb when they formulate the past tense.⁹ The form of irregular verb is difficult to apply it into the sentence if student doesn't learn it by memorizing some of the irregular verb that usually used in the daily life comprehensively. That difficulties happen because they are not used to use regular and irregular verbs. They also don't know the verbs used to express past events. Lack of awareness in analyzing grammatical errors is also the cause of them not being able to construct sentences properly.

By knowing the problem of student in grammar to construct the sentences. The problem should be overcome by technique that will teach the student effectively. The technique should cover the students' problem in learning grammar. The appropriate technique will affect on their feeling in the learning process. They will feel excited without any boredom in classroom and more-centred on the students. The teacher should become facilitator of the learning process. So, they will easy to understand the structure of grammar.

Mistake buster technique is one of the technique to teach grammar through the mistake that usually faced by students. The teacher's role becomes mistake maker and also mistake correction. According to Isma F. mistake buster 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.¹⁰ The student will remember if they learn by her/his own mistakes. The mistakes buster helps the student to solve their specific problem through the mistake, it is effective to improve grammar mastery.¹¹ Mistake buster contains of some

⁹ Interview: Grammar Difficulties, 3rd November 2021.

¹⁰ Isma Fitriyani, "The Effectiveness of Mistake Buster Technique to Improve Students' Grammar Mastery (An Experimental Research at Eight Grade of SMP Islam Pecangaan in The," . . . *Juni* 4, no. 2 (2017): 49.

¹¹ Andi Tenrisanna Syam, "Using the Mistake Buster Technique to Improve the English Grammar Mastery," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 1, no. 2 (May 18, 2017): 113, <https://doi.org/10.21093/ijeltal.v1i2.13>.

activities that will reduce the students' boredom and feel challenging because they will compete with their classroom mate.

The steps to conduct a mistake technique is first, choosing the grammatical errors that will become the material of the learning process. Then, preparing the errors that will be analyzed by students in the implementation of mistake buster. Next, the implementation of mistake buster begins with warm up, activity with using the short sentence and long sentences, activity using narrative text errors and the last is warp up and give the summary of the important point and give the students appreciation towards all of their effort.

Based on the ethical issues above, teaching English grammar with mistake buster can be judged that, that technique is challenging and make the students more active and motivated to learn English grammar in class. The mistake buster technique will make they aware of the grammatical errors of the sentences and improve their critical thinking about the structure of the correct sentence. Classroom management can be better if the teacher conduct particular learning between the students. The student will understand more if the teacher implements the challenging techniques such as learning by experience or errors based on the tasks to stimulate students' cognitive and affective. The learning will focus on the students.

Based on issues above improving students' english grammar through mistake buster is needed to apply in order to master all skills in English, to improve that mastery, the researcher offers classroom action research (CAR) as a design of the research. Classroom action research is kind of research that has oriented to solve problem in the classroom with the action.¹² Classroom action research is a process that consist of some activities began with issues, then offers the solution to solve the problem and reflection

¹² Alek, *Classroom Action Research Dalam Pendidikan Bahasa: Teori, Desain, Dan Praktik* (Banten: UIN Jakarta Press, 2016), 15.

towards action that have done by researcher. Improving students' english grammar is a process that need to analyze in every activities in order to give best result. Less critical thinking and less learning by experience is kind of issues in the classroom that should be overcome. So, classroom action research is appropriate research design to conduct the research based on the objective of the research and problems above.

Based on the researcher's observation and interview at eighth grade of MTs Miftahul Ulum they have some problems understanding the grammar. First, they are difficult to memorize the structure of grammar because of the lack of understanding. Second, less participation of the student in the class. Because the students think that grammar is the most difficult part of learning English. Third, they cannot identify the grammatical errors of the sentences that have made because they are lack of critical thinking. Fourth, there is no improvement in teaching English grammar from teacher. The last is they are difficult to differ regular and irregular verb of past event. From the issues above the researcher is interested to conduct a Classroom Action Research (CAR) entitled, **“The Implementation of Mistake Buster to Improve Students' English Grammar Mastery at MTs Miftahul Ulum Madiun”**

B. Identification and Limitations of the Problems

Based on the background of the study, the researcher identified the problems as follow:

1. The students are difficult to memorize the structure of grammar because of a lack of understanding.
2. Less participation of students in the class because the students think that grammar is the most difficult part of learning English.
3. The students cannot identify the grammatical errors of the sentences that have made because the students are lack critical thinking and less learning by experience.

4. There is no improvement strategy or technique in teaching English grammar from teacher.
5. The students are difficult to differ regular and irregular verb of past event

Based on the identification problems above, the researcher contends that there are some problems that students face in learning grammar. The main problem that students faced was a lack of understanding because of less learning by experience and the monotonous techniques that teacher used in the classroom, to improve the understanding of grammar, the researcher tries to offer mistake buster technique in the classroom learning.

To avoid a far ranging discussion and make more details, this research focuses on some concern identified as follow :

1. This research focus on knowing the implementation of mistake buster can improve students' English grammar mastery, especially in the simple past tense or not and in the recount text.
2. The object of this study is the implementation of mistake buster to improve students' English grammar at the eighth grade B of MTs Miftahul Ulum in academic year 2021/2022.

C. Statement of Problem

How can the implementation of mistake buster improve the students' English grammar mastery at the eighth grade of MTs Miftahul Ulum?

D. Objective of Study

To describe whether mistake buster can improve the students' English grammar mastery at the eighth grade of MTs Miftahul Ulum or not.

E. Significance of The Research

In this chapter will contain about research impact on theoretically and practically.

1. Theoretically

The important of the research to explore the techniques of mistake buster, to know the stage of using mistake buster, to know the advantages and disadvantages of using mistake buster techniques in teaching English grammar, to know the mistake buster can improve students' English grammar mastery or not.

2. Practically

a. The study is beneficial for the school to improve quality of the students, particularly in the English grammar mastery and also in order to enrich techniques on teaching English grammar at that school.

b. Researcher

The research can give general studies of how the technique can improve students' English grammar mastery. For other researcher, the research can be used as references for the next researcher.

c. Teacher

The result of this study can be used as techniques to improve the teachers' teaching technique competence in teaching English grammar.

d. Student

The research can help the student to master their activity in English grammar.

F. Operational Definition

One of the elements which can help communication between research is operational definition. According to Sandu Siyoto and Muhammad Ali Sodik operational definition is guidance about how the variables can be measured. In the research, the researcher will

know the measurement of certain variable so that the researcher can gain the good or bad the measurement.¹³

Variables in this research consist of two that is students' english grammar mastery as dependent variable and mistake buster as independent variable.

1. English Grammar Mastery

English grammar is a core to master all skills in the English. The basic elements of English grammar are word order, punctuation, tense, determiners and connectors/conjunctions. In this research will focus on the simple past tense. English grammar mastery can be measured by grammar test. The grammar test can be in the form of multiple choice items, true/false, pairing and matching items, cloze/modified cloze, error-recognition items, combination/additions items and so on. In this research to know students' understanding about grammar, the researcher will conduct pre-test and post-test to measure the significant progress after conducting learning process.

2. Mistake Buster Technique

Mistake buster technique is a technique that usually used to teach grammar. This technique more focuses on the students through mistake or grammatical error. The students will enrich their experience and make the learning activities more challenging and conducive. This technique will improve student's critical analysis towards grammatical errors of the sentences. The students will learn by mistake that make them better to understand the good one. The role of the students as corrector of the task that conducted into the class. through learning by mistake, they will memorize easily and can construct the good sentence. In the main activity of implementation of mistake buster is learning regular and irregular verbs, and then a construction of simple past tense. The implementation of mistake buster technique can be measured through

¹³ Sandu Siyoto and Muhammad Ali Sodik, *Dasar Metodologi Penelitian*, 1st ed. (Yogyakarta: Literasi Media Publishing, 2015), 16.

observation sheet. Observation sheet consist of the activity of the students and the teacher in the implementation of mistake buster technique, more than that, the activeness observation sheet will be conducted by researcher to gain more supporting data.



CHAPTER II

LITERATURE REVIEW

A. English Grammar Mastery

1. Definition of Grammar

According to Al-Mekhlafi there are three scopes of teaching grammar that have to be taught: grammar as rules, grammar as form and grammar as resource. ¹⁴ Eunson defines grammar is a system of rules (and exceptions to those rules) that uncovers and the meaning of structure in language, and is comprised of two things: syntax and morphology. ¹⁵ The most important element in the language is grammar. The role of grammar to form all of sentences and related to all skills in the English. Grammar always integrates with structure, meaning and individual words formation. So based on the definitions of experts above grammar is a system of rules that uncovers and structures meaning in language and there are three scope of teaching grammar that are grammar as rules; as form; as resource that is comprised of two things (syntax and morphology)

2. Tenses

a. Definitions of Tenses

According to Boogaart and Janssen state, tense indicates how a situation is related to the speaker's viewpoint and the present moment. According to Langacker elaborates on this definition by stating that "a tense marker [imposes] an immediate temporal scope for the focused viewing of the process it grounds". Following this

¹⁴ Abdu Mohammed Al-Mekhlafi and Ramani Perur Nagaratnam, "Difficulties In Teaching and Learning Grammar In An EFL Context" 4 (July 2011): 70.

¹⁵ Baden Eunson, *Communicating in the 21st Century: C21*, 4th edition (Milton, Qld: Wiley, 2016), 1.6.

definition according to Niemeier & Reif, one infers that tense does not actually locate the profiled process in time but, rather, allows the conceptualiser to refer to an additional temporal reference point or time interval that is invoked by the immediate scope. Tense is applied to give rise to a sense of the epistemic status of a given situation—i.e., whether the speaker accepts the situation as real or not¹⁶.

b. Types of Tenses

The types of tenses can be divided into present tense, past tense and future tense. The following below is the explanation.

1) Present Tense

a) Simple Present tense

Form of time used to express habits, facts in general that occur continuously, and situations that occur now (when spoken)¹⁷.

Example:

I play football twice a week

Agung takes a bath every day

b) Present Continuous Tense

Present continuous tense can be called present progressive tense is form of time that used to state ongoing activity/action/event¹⁸.

Examples:

I'm reading an English book now.

The students are studying English today.

¹⁶ Franka Kermer, *A Cognitive Grammar Approach to Teaching Tense and Aspect in the L2 Context* (Newcastle upon Tyne: Cambridge Scholars Publishing, 2016), 61.

¹⁷ Yuniarti D. Arini, *Berbagai Tense (Kalimat Terkait Waktu)* (Bandung: Pakar Karya, 2019), 11.

¹⁸ Arini, 16.

c) Present Perfect Tense

Present perfect tense is the form of time used to express activities/actions/events that have taken place in the past and continue until now¹⁹.

Examples:

I have lost the key

The room is dirty. Udin hasn't cleaned it for weeks

d) Present Perfect Continuous Tense

The form of time used to express events/events that have just stopped, activities/actions/events that have been and are still ongoing until now, as well as events/activities that are repeated over a certain period of time²⁰.

Examples:

We have been waiting for Astuti for an hour

The students have been studying since this morning

2) Past Tense

a) Simple Past Tense

The form of time used to express actions/activities/events that occurred in the past²¹.

Examples:

Mr. Yadi went to Bandung last month

Agung bought a new headset last week

icain
P O N O R O G O

¹⁹ Arini, 18.

²⁰ Arini, 20.

²¹ Arini, 23.

b) Past Continuous Tense

Past continuous tense is called past progressive tense is the tense is used to express an activity that was taking place in the past²².

Examples:

I was reading a novel when Galih came

Tito was studying when a person knocked at the door

c) Past Perfect Tense

Past perfect tense is form of time used to express activities or events that have occurred before another past event occurs. The past perfect tense is the past form of the present perfect tense²³.

Examples:

I had lost the key

The room was dirty. Udin hadn't cleaned it for weeks

d) Past Perfect Continuous Tense

Past perfect continuous tense is the tense of time is used to express an event that took place before another event occurred in the past²⁴.

Examples:

Amalia had been reading a novel for one hour when I met her this morning.

We had been playing football for about half an hour it started to rain yesterday.

IPN
P O N O R O G O

²² Arini, 26.

²³ Arini, 28.

²⁴ Arini, 30.

3) Future Tense

a) Simple Future Tense

Simple future tense is the form of time used to express activities that will occur in the future²⁵.

Examples:

I will go there tonight

We shall have dinner soon

b) Future Continuous Tense

Future continuous tense is called future progressive tense, is a form of time used to express activities that are happening at a certain time in the future²⁶.

Examples:

Irfan will be watching a football match at 10.00 p.m. tonight

Irfan will be sleeping at 11.00 p.m. tonight

c) Future Perfect Tense

Future perfect tense is the form of time used to express activities or events that will be completed at a certain time in the future²⁷.

Examples:

The football match will have finished by 11.00 p.m. tonight

Dina will have arrived at Bandung in 4 hours

²⁵ Arini, 37.

²⁶ Arini, 43.

²⁷ Arini, 45.

d) Future Perfect Continuous Tense

Future perfect continuous tense is the form of time used to express events that began at a certain time and are still ongoing when another event occurs at a certain time and is still ongoing when another event occurs at a certain time in the future²⁸.

Example:

Irfan will have been watching football match for an hour at 10.00 p.m. tonight

3. Simple Past Tense

a. Definitions of Simple Past Tense

Simple past tense is defined as time signal for things happened in past time. According to Narius, simple past tense indicates a past action that occurred at a definite time in the past, whether that time is stated or not. The use of simple past tense form is in some action that had taken place in the past, the action is started and ended in period of past time.²⁹ According to Uchiyama the simple past tense means that the action ended in the past. Simple past can be used for most past actions; it can be used for actions that happened quickly, actions that happened over time, or actions that were habits in the past³⁰. In conclusion, action that happened in the past event.

b. Functions of Simple Past Tense

The function of simple past tense that is to express the activity/actions/events that happened in the past.³¹

²⁸ Arini, 47.

²⁹ M Vijaya, *Basic Grammar Practice Handbook on Tense* (India: RIGI PUBLICATION, 2017), 27.

³⁰ paramita Kusumawardhani, "Teaching Simple Past Tense in Writing to EFL by Using Youtube," *University of Bina Sarana Informatika*, n.d.

³¹ Arini, *Berbagai Tense (Kalimat Terkait Waktu)*, 23.

c. Sentence Pattern

Structure : verbal sentence

I/We/You/ They/he/she/it	+	Verb 2	+	O + C
-----------------------------	---	--------	---	-------

(+ Affirmative : S + V2 + O + C				
I/We/You/ They/He/She/It	Went		to school	
(-) Negative sentence : S + Did not V1 + O + C				
I/We/You/ They/He/She/It	Did not go		to school	
(?) Interrogative : Did + S + V1 + O + C				
Did	I/We/You/ They/He/She/It	go to school?		

Structure : be

Affirmative		
I/He/She/ It	Was	At Sami's party yesterday.
You/ We/They	Were	Happy about the plans
Negative		

I/He/She/ It	Was	At Sami's party yesterday.
You/ We/They	Were	Happy about the plans
Yes/no questions		
Was	I/He/She/ It	At Sami's party yesterday.
Were	You/ We/They	Happy about the plans
Short Answer		
Yes,	I/He/She/ It	was
	You/ We/They	Were
No,	I/He/She/ It	Was
	You/ We/They	Were

Wh-questions			
Where	Was	I/He/She/ It	Yesterday?
	Were	You/ We/They	Yesterday?

Be is often followed by³²:

- An adjective

He was *sad*

- A noun phrase or noun

- An adverb

Alone, alight, together

- A prepositional phrase

³² Jim Scrivener, *Teaching English Grammar: What to Teach and How to Teach It*, 1. publ., [repr.], Macmillan Books for Teachers (Ismaning: Hueber, 2012), 129.

She was *a constable*

They were *in the kitchen*

It was *an absolutely*

The object was *underwater*

delightful afternoon

B. Teaching Grammar

1. Definitions of Teaching Grammar

According to Andrew R as cited from Peter Burrows's book in a creative approach to teaching grammar state that first, teaching grammar is in effective when using formal grammar because he found that there was a little significance on students' wiring and the learning process became more repetitive. Second, teaching grammar is more encouraging, the most probably a number of method that is effective to use is sentence combining.³³ According to Michael Halliday as cited in the teaching grammar structure and meaning's book state that there are differences in three primary of teaching grammar: descriptive, productive, prescriptive. The aim of descriptive grammar is building the knowledge of pupils about the level of language in the discourse, lexis, syntax, discourse, morphology and graphology in that way to allow to describe types of the use accurately and systemic of language, that more specific in the context which communication takes place so it will be conclude that it more content-driven. The aim of productive grammar is the improvement of functional skill of student that related to reading, speaking, and writing. The aim of prescriptive grammar is more entrenched deeply in the values of writers like Hary Mount, has move in and

³³ Peter Burrows, *A Creative Approach to Teaching Grammar* (London: Bloomsbury Publishing, 2014), 8, <http://public.ebookcentral.proquest.com/choice/publicfullrecord.aspx?p=3003467>.

out of the school culture with various changes of government, wider societal values and policy.³⁴

According to Khanh Cong Ly order to teach grammar effectively, teachers need to input the grammar lessons into specific contexts or communicative situations instead of focusing on separate sentence structures. It is also necessary for the teachers to integrate grammar into other language skills and to inspire learners to be aware of the benefits of learning grammar. When grammar is taught with meaningful purposes together with other English language skills, students will inevitably recognize its importance. Consequently, students can see that they can apply the useful grammar knowledge into their everyday activities instead of just focusing on fixed and boring sentences in a textbook.³⁵ There are many factors that influence teaching grammar in the well classroom management. the following is the description according to Sanchita Dutta and Namrata Mukherjee.³⁶

- a. Different style- the learning style of no two students is similar. So, trying to teach all the students in a similar fashion might not be a very good way of dealing with a class. Though a general set of rules or instructions need to be followed and applied to each student, special attention given to students separately and address them according to their needs is always a good idea.
- b. Age- generally learners of one particular age group belong to particular batches or classes and there is not a very big age gap between them but in case there is or there is a difference in the age in which the learner starts his education then that could be

³⁴ Marcello Giovanelli, *Teaching Grammar, Structure and Meaning: Exploring Theory and Practice for Post 16 English Language Teachers*, National Association for the Teaching of English (Nate) (London ; New York: Routledge, 2015), 4.

³⁵ Khanh Cong Ly, "The Importance of Grammar in Language Teaching and Learning," n.d., 194.

³⁶ Mrs. Sanchita Dutta and Ms. Namrata Mukherjee, "Importance of Grammar in Learning English as A Second Language," *International Journal of English Learning & Teaching Skills* 1, no. 1 (August 1, 2018): 74, <https://doi.org/10.15864/ijelts.1112>.

a matter of concern and the teacher needs to give special attention to that because age is definitely a factor that helps in developing the mental makeup of an individual and therefore helps or hinders his/her learning abilities.

- c. Proficiency- the proficiency with which one student takes in the subject or manages to learn it, varies from the others. It can never be the same with two or more. If one is about to attain 99% of the lessons successfully, others might be at 97% or 98%. Thus, providing a general set of instructions to everyone or expecting the same results from everyone should not be something that a teacher can ask for. Rather he/she should be able to deal with 99% as well as 50% attainment and try to make sure that no one is lagging behind.
- d. Educational background- this is one very important factor because educational background of a person influences the culture, values, ethics, subject learning ability and a lot of other important qualities thereby directly affecting the overall level of performance. This point cannot be avoided by any instructor while planning a class.³⁷

2. The Approaches of Teaching Grammar

There are two main methods to teach grammar; a deductive and inductive approach.

a. A Deductive Approach

Deductive method is moving from general to the specific. When arguments are based on laws, rules, or other widely accepted principles, it is advised to teach grammar deductively. Creswell and Plano Clark said that the deductive researcher “works from the ‘top down’, from a theory to hypotheses to data to add to or contradict the theory”

³⁷ Dutta and Mukherjee, 75.

b. An Inductive Approach

Inductive grammar teaching, as Trochim defines, is moving from the specific to the general. If arguments are based on experience or observation, it is best to explain grammar inductively. Creswell and Plano Clark the inductive researcher as someone who works from the “bottom-up, using the participants’ views to build broader themes and generate a theory interconnecting the themes”³⁸

3. Techniques of Teaching Grammar

There are some classroom techniques in teaching grammar³⁹:

- a. The first technique to teach grammar is translation. The aim of this technique to translate the grammar taught from the source language into target language.
- b. The second technique of teaching grammar is drilling. According to Larsen-Freeman said that students are ask to repeat the teacher model as accurately and as quickly as possible.
- c. The third technique is brainstorming where the students are given a single stimulus which serves as the cue for large number of respos. In brainstorming, the stimulus may be a question with plenty of possible answers.
- d. The fourth technique is reception with no overt response which is initial presentation of grammar is often done through slowing learners the structure within a written or spoken context, without demanding form them any immediate response beyond general comprehension (Lau et al.,).
- e. The fifth technique is reception with minimal response. According to (Lau et al., 2007) said that the learners are given a written or spoken text- which may be an

³⁸ Abdugarimova N.A and Zubaydova N.N., “DEDUCTIVE AND INDUCTIVE APPROACHES TO TEACHING GRAMMAR,” *Novateur*, Proceedings of International Scientific-Practical Conference on Cognitive Research in Education, April 2021, 373.

³⁹ Mila Arizah and Tika Wilya Andesta, “AN ANALYSIS CLASSROOM TECHNIQUES ON TEACHING GRAMMAR AT THE ELEVENTH GRADE STUDENTS OF SMK N 3 OKU,” *Jurnal Ilmiah Indonesia*, Syntax Literate, 4 (November 11, 2019): 87.

isolated sentence or a longer passage of discourse- and asked to react to some aspect of it by physical gesture, brief answer, or written symbol.

- f. The sixth technique is about teacher-student exchange which is the most common kind of verbal interaction in the classroom. According to Lau et al., stated that thus technique involves teacher-student “ping-pong” exchange: the teacher ask a question or elicits responses in some other way, a student responds, so on.
- g. The seventh technique is students-teacher exchange where the student in a task the exchange and the teacher responds although there is also the possibility of a reverse “ping-pong”.
- h. The eighth technique is chain where the instruction and initial cue are given by the teacher, resulting in large number of responses by the students.
- i. The ninth technique is transformation which is the teacher ask the students to form the positive sentence into negative and interrogative ones according to Larsen-Freeman.
- j. The tenth technique is mistake buster strategy. The mistake buster technique is a simple technique which is simply to help students learn better by creating good opportunities for them to reflect on what they have learned and now take a look at it from a different angle (Huynh)⁴⁰

4. Mistake Buster Technique

a. Definitions of Mistake Buster

According to Huynh cited from Ni Made Ratminingsih mistake buster is a grammatical learning technique which emphasizes to student ability to find the grammatical errors which is contained in the text that have prepared by teacher.⁴¹

⁴⁰ Huynh, “Getting Students Actively Involved Using ‘The Mistake Buster’ Technique,” n.d., 1.

⁴¹ Ni Made Ratminingsih, *Metode Dan Strategi Pembelajaran Bahasa Inggris*, 1st ed. (Depok: PT RajaGrafindo Persada, 2017), 189.

Hyunh states that this technique very effective to lead the students to be actively involved and responsible towards learning with practice to correct the error sentences individually.⁴² According to Maezida mistake buster can be used in facilitating students' grammar mastery. According to Amtiran et al Mistake Buster helps the English teachers to check student's understanding about grammatical rules and improving writing and production skills.⁴³ The mistake buster technique is based on certain desire to help language learner in order to get better study in the way of creating some chances for them in order to reflect on everything that has learned and can look back from the other side. A way that has been tested by Hyunh and found to be effective is to take over the role in correcting errors which is usually done by teacher. meanwhile, the role of teacher is deliberately being a mistake maker. According to The use of mistake buster technique significantly improves the students' grammar achievement.⁴⁴

According to Isma F. mistake buster 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.⁴⁵ Mistake buster eases teacher and motivates students to be actively involved during the teaching and learning process. Besides, it can also encourage

⁴² Hai K.P. Hyunh, "Getting Students Actively Involved Using 'The Mistake Buster' Technique" IX (n.d.), accessed December 29, 2021.

⁴³ Syam, "Using the Mistake Buster Technique to Improve the English Grammar Mastery," 107.

⁴⁴ Syam, 113.

⁴⁵ Fitriyani, "The Effectiveness of Mistake Buster Technique to Improve Students' Grammar Mastery (An Experimental Research at Eight Grade of SMP Islam Pecangaan in The)," 49.

students to use language communicatively.⁴⁶ This technique is formulated in group work in order to have an effective and efficient time in learning process.⁴⁷

b. Steps of Mistake Buster

The following is the steps of learning using mistake buster according to Hyun.⁴⁸

1) Preparation

a) Selecting the error category

Choose the category of errors that are really problematic which is the focus of the lesson. The teacher can select the use of the auxiliary verb be (was or were), the use of when or while, and the punctuation.⁴⁹

b) Preparing the errors

The wrong verbs that need to be found and corrected by students can be prepared in the form of verb list, short sentences. long sentences or in the narrative.

The below is sample given in the teaching grammar of past tense.

- Sample verb list: need, visit, want, work, repair, eat, take, bring, think, wash, change, enjoy, study, use, make, clean, finish.
- Sample short sentences: I go to bed at 10.00 last night or my mother call me this morning.

(+) she were working all day

(-) they was not studying on Sunday morning at 7 a.m.

(?) were you watched TV at this time last night?

⁴⁶ I P Y Sudarmawan, N W Swarniti, and I K M Susila, "The Mistake Buster Technique for Sentence Construction" 3, no. 1 (2020): 8.

⁴⁷ Gemala Imelda Hanifa and Yuli Tiarina, "Using The Mistake Buster Technique in Teaching Grammar to Junior High School Students" 1, no. 2 (2013): 346.

⁴⁸ Made Ratminingsih, *Metode Dan Strategi Pembelajaran Bahasa Inggris*, 107.

⁴⁹ Hanifa and Tiarina, "Using The Mistake Buster Technique in Teaching Grammar to Junior High School Students," 343.

- Sample long sentences:
 - I don't go to school last week because I have a motorbike accident, but unfortunately I don't broke a bone or anything.
 - My mother cooked for dinner when I was getting home. She was just cooking fried noodle while I did my homework.
- Sample narrative: I have 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 rest. It were quite easy because I study very hard last week to prepare for it.

2) Implementation

The following below is given an example by Hyunh how to implement mistake buster for check the student ability in using regular and irregular verb in simple past tense.⁵⁰

The first steps: warm up

- a) Tell the student that they will do review simple past tense activity
- b) Divide the class into two teams and tell to them that they will do a challenge.
- c) Make two columns in the board and ask the student to fill the left column with the verb in the form of present tense as much as possible.
- d) Ask them to find the form of past tense from all of that verbs. They have to raise hand quickly to answer it. For each the right answer, the team will get 10 score.
- e) Begin the activity and sum up the score for each teams if all the verbs have been changed in the simple past tense form.

⁵⁰ Hyunh, "Getting Students Actively Involved Using 'The Mistake Buster' Technique," 3.

The second steps: activity with using the short sentence and long sentences.

- a) Tell the student that they have to listen the short sentences, and then the long sentences to find the errors in the verb and correct it with make it in the form of simple past tense.
- b) Start to read a sentence one time. Repeat that sentence if the students cannot understand on the first reading
- c) Student have to raise hand to get the permission in the answering the task. For each the right answer, the teams will get 10 scores.
- d) Continue to give a score and sum up until all the sentences are read and corrected.

The third steps: activity using narrative and others genre of text.

- a) Tell the students that they will listen a narrative and write the verbs that on their opinion is wrong.
- b) Read the narratives with speed normally.
- c) Read back the narrative if it is needed.
- d) They have to raise hand as soon as possible to get the permission to answer the task.
- e) Ask them to mention loudly the wrong verbs that they hear and give the correction.
- f) Give the scores and sum up if the all of the verbs have been corrected.

The fourth steps: wrap up

- a) Give the appreciation on all the students' effort.
- b) Review the important points or give more explanation if it is needed.

P O N O R O G O

c. The strength of mistake buster

Some of strength from this strategy is.⁵¹

- 1) Can switch the teacher's role as "mistake corrector", that is student has a chance for identifying the errors that might they have made instead of the teacher telling their mistakes. Therefore, they can feel satisfaction when they can correct their own works.
- 2) Students more enjoy in the learning. The fun level of the students can be improved when the class divided into two teams for competition to find and to correct an errors.
- 3) This technique also can help teacher to check the students understanding level towards grammatical rules or their comprehension towards the reading task.
- 4) Can be used for giving enrichment and improvement the students productive language skill for instance writing and pronunciation.
- 5) The students don't feel scared that becomes one of basics conditioning the best learning so that the learning process can carried out.

d. The weaknesses of mistake buster

The following is some of the weaknesses from this strategy.⁵²

- 1) Requires students' analytical skills, the student which has low analytical ability will be difficult to find and correct the grammatical errors. So teacher should give the introduction knowledge to the students about the grammatical material which is focused to make students easier to do an analysis.
- 2) The teacher will have a double role as a mistake creator as well as a corrector, remind that teacher have to clarify the students' answer.

According to Apri Eri S. the following is the weaknesses of mistake buster.

⁵¹ Made Ratminingsih, *Metode Dan Strategi Pembelajaran Bahasa Inggris*, 191.

⁵² Made Ratminingsih, 192.

- 1) In the pre-teaching, the teacher need to prepare some of the wrong verb.
- 2) Teacher needs to read the sentences more than one time.
- 3) The class will be noisy because all of the students active in the activities
- 4) The students only correct the wrong verbs.⁵³

5. Importance of learning grammar

According to Sara s and Govar J the following is the important of grammar.

- a. Grammar is the main point in language when learner knows about grammar, learner does not make mistake in speaking also in reading. English learners all should try to have good grammar to have a good ability to speak
- b. Grammar should be mainly practiced and learner should know more about grammar more than learner study a particular point and subject at school or university.
- c. Grammar is important to construct the sentences because without grammar. learner cannot communicate clearly, learner may make mistakes about the past and present tenses, learner may get confused in using present and past etc.⁵⁴

C. Assessing Grammar

Assessing grammar and vocabulary is more technically known as form-focused assessment.⁵⁵ There are three kinds of designing assessment task for grammatical knowledge that are selected response, limited production and extended production.

1. Selected response

The input for selected response tasks can be language (or nonlanguage, as in a gesture or picture) of any length—from one word to several sentences of discourse.

⁵³ Apri Eri Setyaningsih, “The Effectiveness of Mistake Buster Technique to Teach The Simple Past Tense (An Experimental Study with the Eighth Grade Students of SMP Negeri 31 Semarang in the Academic Year of 2017/2018)” (Semarang, UIN WALISONGO, 2018), 23.

⁵⁴ Sara shakir and Govar Jabbar, “The Importance of Grammar in Communication for EFL/ESL Learners,” *Salahaddin University*, May 2021, 6.

⁵⁵ H. Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices*, Third edition (Hoboken, NJ: Pearson Education, 2019), 261.

The test-taker is expected to select the correct response, which is meant to measure the knowledge of grammatical form and/or meaning. These responses are often scored dichotomously (0 or 1), although sometimes, depending on how the ability or construct is defined, partial-credit scoring (e.g., 0, 1, or 2) may be used.⁵⁶ The following is task type in selected response.

a. Multiple-choice task

The most common selected response task presents a blank or underlined word(s) in a sentence and the test-taker must choose the correct response from given options. The advantages of multiple-choice tasks are that they are easy to administer and score; the disadvantages are that they are difficult to create, can promote guessing by test-takers, and are sometimes viewed as not representing authentic language use. However, these tasks are very popular, especially in standardized testing environments.⁵⁷ The below is examples of multiple-choice task for grammatical form and grammatical meaning.

1) Grammatical Form

Carson	: Did you see the movie Star Wars: The Lat Jedi last week?
Ethan	: Yes, Mary loved it, and _____ .
<p>A. I loved too</p> <p>B. I do</p> <p>C. Do did I</p> <p>D. So did I</p>	

2) Grammatical Meaning

Yuko	: Do you have plans for tonight?
------	----------------------------------

⁵⁶ Brown and Abeywickrama, 263.

⁵⁷ Brown and Abeywickrama, 264.

Christina	: Not really, _____
Yuko	: Thanks, but I have a final paper to write.
<p>A. How about you?</p> <p>B. Need any help?</p> <p>C. How about a movie?</p> <p>D. Need to work?</p>	

3) Grammatical Form and Meaning

In the United States, most children <u>begin</u> to work at home, where they		
		A
<u>are having</u> daily and/or weekly responsibilities such as <u>washing</u> the		
B		C
dishes and feeding the dog		

b. Discrimination Tasks

Discrimination tasks are another type of selected response task that ask the test-taker to (a) attend to input that can be either language or nonlanguage and (b) to respond in the form of a choice between or among contrasts or opposites, such as true/false, right/wrong, or same/ different. Discrimination items are used to measure the difference between two similar areas of grammatical knowledge, such as pronouns in subject and object positions.⁵⁸

c. Noticing Tasks or Consciousness-Raising Task

These tasks contain a wide range of input in the form of language or nonlanguage and are considered particularly helpful for learners. By attending consciously to form and/or meaning, learners become aware of the existence of

⁵⁸ Brown and Abeywickrama, 265.

specific language features in English. In these types of tasks, test-takers are asked to indicate (underline or circle) that they have identified a specific feature in the language sample. In the following example, test-takers must distinguish between the two types of the modal would:

Directions: in the following passage, underlined would when it is used to refer to the habitual past. Circle it when it refers to the present or future.

I remember a time when we would write letters using pen and paper as a form of communication. We would write them to say thank you after we received a gift for our birthday or to say we enjoyed spending time after my grandmother visited us. We would even write letters to our friends. I wouldn't expect today's children to write letters but would expect them to still communicate their thanks and appreciation.

2. Limited Production

In limited production tasks, the input in the item is language (or nonlanguage) information. Like selected response tasks, the input could be a single sentence or a longer stretch of discourse. Unlike selected response tasks, however, the test-taker's response represents only a limited amount of language production. This response can vary from a single word to a sentence, depending on the grammatical ability or the construct that is defined. Sometimes the range of possible correct answers for the response can be large. Scoring of these responses can be either dichotomous or partial credit. Dichotomous scoring means that only one criterion for correctness (form or meaning) exists, and test-takers get it either right or wrong. Partial credit scoring, on the other hand, can be used with multiple criteria for correctness (form and meaning) and allows the scores for the item to be added up in terms of full (2), partial (1), or no

(0) credit. Limited responses can also be scored holistically or analytically. Among the most common limited production tasks are gap-fill, short-answer, and dialogue-completion tasks.⁵⁹

a. Gap-Filling Task

With gap-filling tasks, the language is presented in the form of a sentence, dialogue, or passage in which a number of words are deleted. The deletions are made to test one or more areas of grammatical knowledge, such as vocabulary knowledge and grammatical ability. Test-takers must choose the appropriate response for the deletion or gap based on the context in which the language is presented. Consider the following examples:

1) Grammatical Form

I _____ a book right before I go to sleep. Recently, I have been reading biographies. I _____ the biographies of Charlie Chaplin and Mahatma Gandhi, and for the past few nights, I _____ about Oprah Winfrey.

In this example, the criteria for correctness are the grammatical forms (simple habitual present tense, “read”; past tense, “read”; present perfect, “have read”; and past perfect continuous tense, “have been reading”).

2) Grammatical form and meaning

The Mississippi River, also called the “Great River”, is the longest river in the united states, The river _____ at Lake Itasca in the state of Minnesota. The river ends at the Gult of

⁵⁹ Brown and Abeywickrama, 268.

Mexico, where it _____ over half a million cubic feet of water into the gulf.

In this example, the criteria for correctness are both grammatical form and meaning in terms of simple habitual present tense verb forms and the lexical meaning of the words.

b. Short-Answer

In some assessment tasks, the input is presented in the form of a question or questions following a reading passage or oral/visual stimulus. The expected test-taker response can vary from a single word to a sentence or two. These short answers can be scored dichotomously (right or wrong) for a single criterion for correctness or with partial credit for multiple criteria for correctness.

c. Dialogue-completion

Here the input is presented in the form of a short conversation or dialogue in which a part of the exchange or the entire exchange is left blank and the expected response is meant to be grammatically correct. Like the other short-answer tasks, the criterion for correctness can be the form or form and meaning.⁶⁰

3. Extended Production

The input for extended tasks is usually presented in the form of a prompt. The input can vary in length and can be either language or nonlanguage (gesture or picture) information. The purpose of extended production is to obtain larger amounts of language from the test-taker and to allow for more creative construction; therefore, these tasks are likely to elicit instances of authentic language use. On the other hand,

⁶⁰ Brown and Abeywickrama, 270.

because the responses of test-takers are usually open ended, with a number of possible correct options, these extended production tasks are often scored using rating scales. When constructing the rating scale, the test designer first needs to define the grammatical ability that will be assessed and the levels of ability, both of which must be able to be explicitly described in the scoring rubric. According to Bachman and Palmer the table below is the scoring rubric on a five-point scale for assessing the knowledge of syntax⁶¹.

Level	Description
0	No evidence of grammatical knowledge
1	Limited grammatical knowledge
2	Some grammatical knowledge
3	Broad grammatical knowledge
4	Complete grammatical knowledge

The following is the type tasks of extended production

a. Information Gap Tasks

Information gap tasks, more commonly called info-gap tasks, present the input in terms of incomplete information. That is, one test-taker is given half—or some—of the information and another testtaker is given complementary information. Both test-takers then have to question each other to get all the information. The need for negotiation makes this type of task suitable for measuring a test-taker's grammatical knowledge to communicate functional meanings. The task can also be used to measure pragmatic knowledge because the reciprocal nature of the performance requires the test-takers to display politeness, formality, appropriateness, and other conversational conventions.

⁶¹ Brown and Abeywickrama, 271.

b. Role-play or simulation tasks

The input in role-play tasks presents test-takers with a language or nonlanguage prompt that asks them to take on a role or to simulate a situation in order to solve a problem, make a decision, or perform some transaction collaboratively. The expected response to a role-play or simulation task can contain a large amount of language, and therefore it can be used to measure a test-taker's knowledge of grammatical form, meaning, and pragmatic use.

D. Previous Research Findings

The first thesis of Hilmina from IAIN Bengkulu entitled, *“The Influence of Mistake Buster Technique on Students’ Grammar Ability (Quasi Experimental Research at 8th Grade Students of MTsN 4 Muko-muko in Academic Years 2018/2019”* aimed to find 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. Based on statistical there was significant diffrences 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 0,05.⁶² The differences with this research is in the methods and object of the research. In the Hilmina’s thesis used experimental research and at the MTsN 4 Muko-Muko. The similarity with this research is in the use of Mistake buster technique that be used in teaching grammar.

⁶² Hilmina, “The Influence of Mistake Buster Technique on Students’ Grammar Ability” (Bengkulu, IAIN Bengkulu, 2019).

The second thesis of Andi Iswatun Hasanah from UIN Alauddin Makassar entitled, *“Using Mistake Buster Technique to Improve English Ability in Past Tense at The Second Grade Students of Smp Guppi Samata Gowa Regency 2017”* aimed to find out significant improvement of the students’ grammar using Mistake buster technique at the second grade of MTs Guppi Samata Gowa Regency. This research employed quasi-experimental namely non-equivalent control group design with the pre-test and the post-test. The population of this research was the second grade of MTs Guppi Samata Gowa Regency. Based on the finding and discussion of the research, the researcher found that the Mistake Buster technique was suitable in teaching students’ grammar mastery. So the researcher concluded that using Mistake Buster technique was effective to improve the students’ English ability in past tense and applicable in teaching grammar.⁶³ The differences with this research in on the methods and object of the research. The similarity is using mistake buster as variable and technique to teach grammar.

The third thesis of Ari Zariul Khoiroh from IAIN Metro entitled, *“Improving The Students Mastery of Simple Present Tense Through The Mistake Buster Technique at The Eight Graders of Islamic Junior High School (Mts) Riyadlatul Ulumbatanghari Lampung Timur 2020”* aimed to show that The Mistake Buster Technique can increase the students’ simple present tense mastery in learning English and how far increasing the students’ simple present tense through The Mistake Buster Technique. The methods of the research is classroom action research that conducted in 2 cycles. Based on the result can be said that The Mistake Buster Technique can improve students’ simple present tense mastery.⁶⁴ The differences of this research is in the material of the grammar that is present tense and also

⁶³ Andi Iswatun Hasanah, “Using Mistake Buster Technique to Improve English Ability in Past Tense at The Second Grade Students of SMP Guppi Samata Gowa Regency” (Makassar, UIN Makassar, 2017).

⁶⁴ Ari Zariul Khoiroh, “Improving The Students Mastery of Simple Present Tense Through The Mistake Buster Technique at The Eight Graders of Islamic Junior High School (MTS) Riyadlatul Ulum Batang Hari Lampung Timur” (Lampung, IAIN Metro, 2020).

object of the research. The similarity is using mistake buster technique to improve students' English mastery in the grammar.

E. Theoretical Framework

Theoretical framework is conceptual model about how the theory that related some factors which has been identified as crucial issue. The good framework theoretically explains the relationship between the variables studied.

In this research, the researcher using Classroom Action Research (CAR) which is assumed will improve students' English Grammar Mastery through implementation of mistake buster technique. Mistake buster is a technique in teaching english especially in the grammar. The implementation mistake buster in the classroom will improve student english grammar mastery because the technique more focus on the students. The students will review the grammatical errors that is displayed by teacher. The mistake buster also can improve their cooperative team and enrich their experience during the learning process. The benefit of mistake buster is enhance students' analytical skills and helps the teacher to chech their understanding level in grammar mastery. English grammar is a crucial thing when learning English language because it is the foundation to master in other English skills such as reading, listening, writing and speaking. The below is the illustration of theoretical framework.

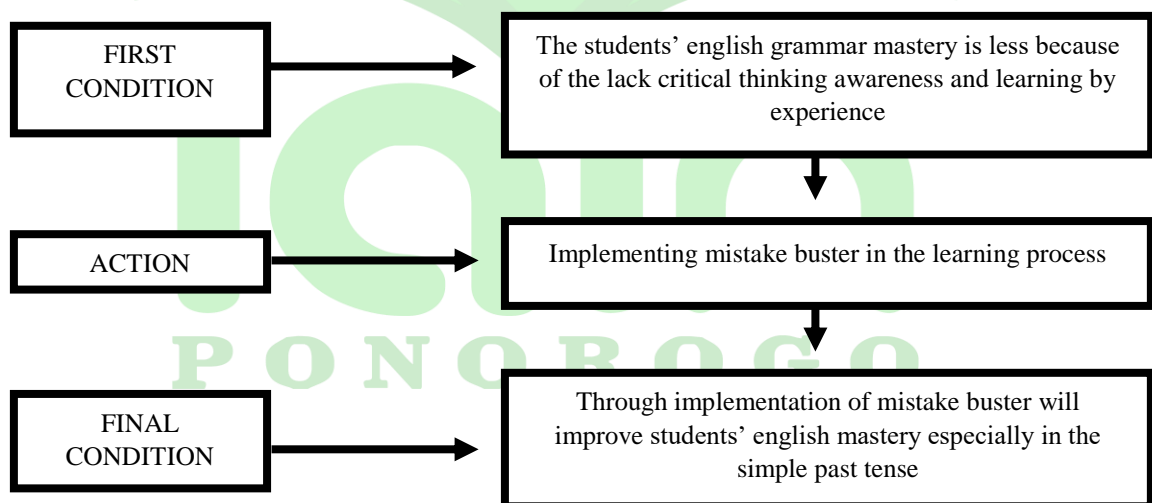


Figure 2. 1 Theoretical Framework

F. Hypothesis

Based on explanation above, the researcher formulates action hypothesis as follows:

The implementation of mistake buster can improve students' English grammar mastery at the eighth grade of MTs Miftahul Ulum Madiun.



CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research is Classroom Action Research (CAR) because based on the specific problems and specific group in the classroom. Classroom action research is educational approach research that used in common teaching practitioners and professionals to examine also improve their practice and pedagogy in educational sectors.⁶⁵ This research oriented more on the improving students' achievement and educational practices based on the problem in the classroom.

The following is the characteristic of classroom action research.

1. Action research has an open receptiveness to contending opportunities for effective pedagogic in education settings, while action research rejects positivist perspectives on judiciousness, objectivity, and truth.
2. Action research in education has educators as research actors who have a basis, namely the language of educators to develop and explore and to reflect and interpret their pedagogical theories.
3. Action research can look deeper into educators' unrealized self-understandings through analyzing their own understanding and practice.

⁶⁵ J. Spencer Clark et al., *Action Research* (Manhattan: New Prairie Press, 2020), 8.

4. Action research uses reflection in its actions and provides educators with awareness of social and systemic factors to overcome practical barriers to pedagogical change in the educational sphere.
5. Action research requires researchers to prove the truth through developing and putting their knowledge into practice that involves deep consideration of theory and practice, and critically expressing self-reflective action.

The approach in the Classroom Action Research (CAR) can be qualitative, quantitative or qualitative-quantitative. Qualitative research approach centered on gathering data that is inductive, relational and interpretive, in other hand, quantitative research focused on collecting data that is objective, deductive and statistical.⁶⁶ Qualitative-quantitative in the classroom action research generally is the combination of precise measurement such as test scores, grades, survey and so on with depth qualitative data that give significant details to those measurements. In the qualitative-quantitative approach, quantitative approach can support the qualitative data source that involve conclusions and utilize terms for example, normally, some, or most which can be subbed with a number or amount, like rates or midpoints, or the mean, the middle, as well as the mode.⁶⁷ In this research using qualitative-quantitative approach that more focused on qualitative approach, even if there is quantitative approach, it will use minimally to support qualitative data and to clarify findings, cross-check data and fill gaps in understanding.

In this research used a Collaborative Classroom Action Research. A collaborative in this context means that everyone's point of view will be considered as contributing to understanding. In this principle of collaborative the researcher needs to always remember

⁶⁶ Clark et al., 71.

⁶⁷ Clark et al., 75.

that the researcher is part of the situation under study, the researcher is not only an observer, but also directly involved in the process of the situation.⁶⁸ Some important points about collaborative classroom action research are as follows⁶⁹:

1. True action research is collaborative action research by a group of researchers through collaboration.
2. The group research can be carried out through actions of individual group members that are examined critically through democratic and dialogical reflection.
3. The direct effect of CAR results on the teacher and the students as well as on the existing situation and conditions.
4. Optimizing the collaborative CAR function by encompassing the ideas and expectations of everyone involved in the related situation.

The purpose of the all educational research is to generate a new knowledge that will contribute to the educational research knowledge. The validity or credibility seen from the result of the action research, whether the action improve the participants' control over their own situation and the actions that arise from it overcome problems (workability).⁷⁰ In the Classroom Action Research there is several cycles and in the each cycle contain the steps. The steps to conduct Classroom Action Research (CAR) are planning, acting, observing, and reflecting. The cycle will be continuously until the action succeed with a revised plan in the next cycle. The following is the illustration cycles of Classroom Action Research (CAR).

⁶⁸ Anda Juanda, *Penelitian Tindakan Kelas (Classroom Action Research)* (Yogyakarta: Deepublish, 2016),

⁶⁹ Juanda, 83.

⁷⁰ Clark et al., *Action Research*, 18.

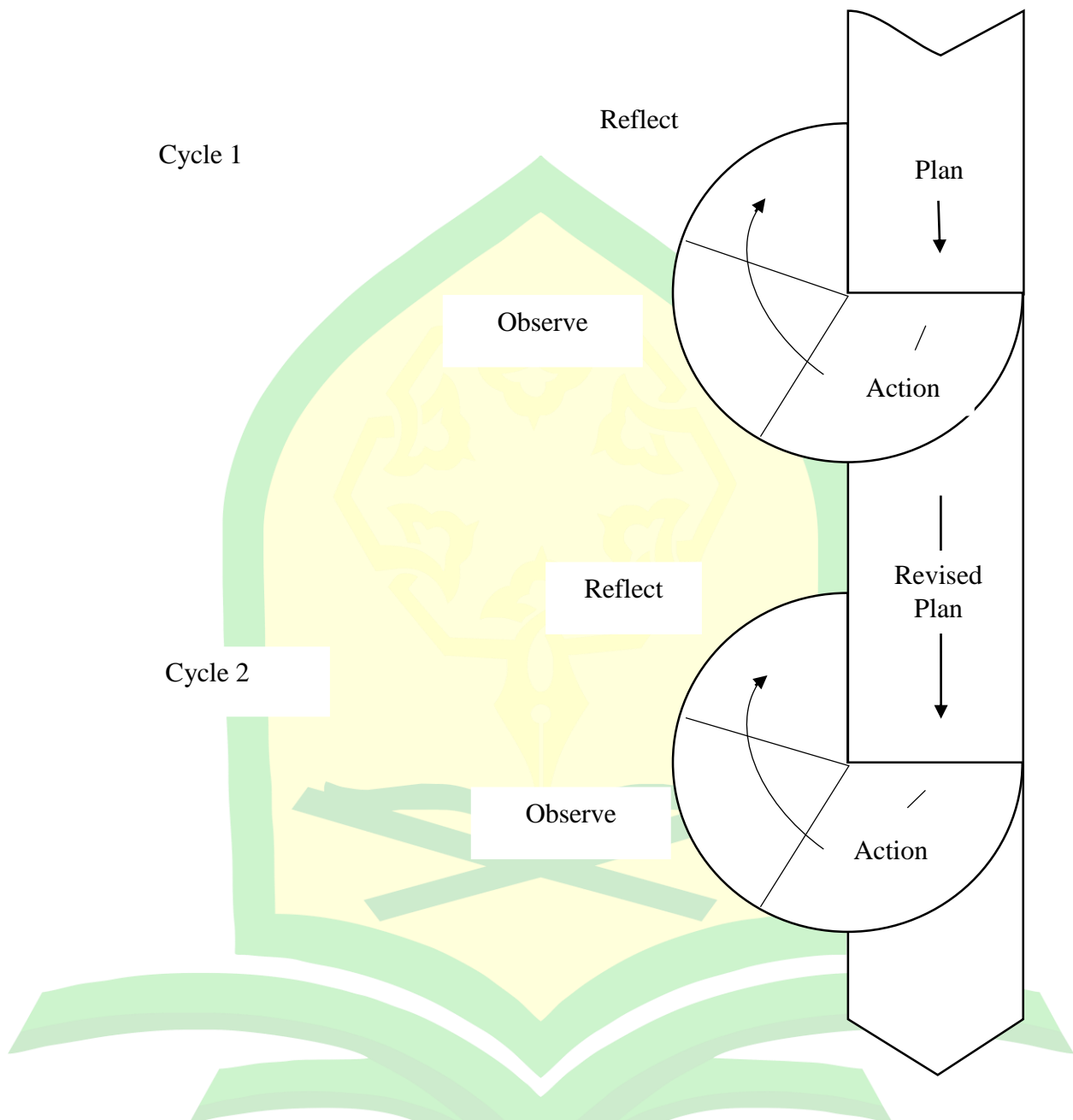


Figure 3. 1 Illustration Cycles of Classroom Action Research

B. Research Setting and Subject

1. Research Setting

The research conducted in MTs Mifathul Ulum. It is located at Jln. PP Darussalam, Pucang, Kradinan, Dolopo, Madiun, East Java. Madrasah Tsanawiyah Miftahul Ulum was found in 1975 by a foundation called “Yayasan Madrasah Miftahul Ulum”. This school is chosen as the field of the research because the researcher has interviewed by

the teacher at the school, so the researcher can identify the problem of learning English. Grammar is the main problem as basic to learning English and less critical thinking awareness. Then, the researcher recommends the innovation using mistake buster for better students' understanding.

2. Research Time

This research has been conducted on date March 1st 2022 – March 20th 2022. This research consists of two cycles, each cycles contain several stages that is planning, acting, observing, reflecting. In a cycle, the researcher did three meetings.

At the first meeting, the researcher conducted pre-test and introduction about the research to the students. At the second meeting, the researcher taught the students about the material and the technique that used in the classroom. At the third meeting, the researcher conducted mistake buster, post-test and interview. At the second cycles, the researcher did same activity in the previous cycle.

3. Research Subject

At the eighth grade of MTs Miftahul Ulum Madiun there are two class, class A and class B. The subject of this research is the member of the 8th B Grade in the academic year 2021/2022. The subject is chosen by researcher because the eighth grade B has low achievement and has not reached the KKM of that school in english test than eighth grade A. This class has 24 students that consist of 11 female's students and 13 male's students.

C. Data and Data Source

Data is facts note or descriptions that will be processed in the research activity.

Data which is used in the research is data that can describe the success and failure of the research.⁷¹ The following is data collection in this research.

1. The result score of the pre-test and post-test to know the students improvement.
2. The students perception about the process of implementation of mistake buster in the teaching grammar as challenging technique to reduce the boredom; and to enhance their understanding about the material in the learning English especially in the grammar mastery through individual interview.
3. Observation result which is done through observing students' activeness in the learning process using observation sheet from researcher.
4. Field note from the chronology of student activities in learning process during the research.

Source of data is the informant which can give information about the research data.

The informant in this research is students of the 8th B grade of MTs Miftahul Ulum, Pucang, Kradinan, Dolopo, Madiun that consist of 24 students. In the case to examine the success and how far their understanding about the material after implemented the mistake buster in the learning process. The next data source is the interaction between the researcher and students during the learning process to observe their behavior when implementing mistake buster.



⁷¹ Rosman Hartini Sam's, *Model Penelitian Tindakan Kels* (Yogyakarta: Teras, 2010), 18.

D. Techniques of Data Collection

1. Qualitative

Several instrument are used to gather the data in this research. The researcher used observation, interview, field notes.

a. Observation of student activeness

Observation is a form of simplest and more natural way to collect the data. The aim of observation usually to observe and understand the complexity of human behavior and interrelationships among group in the settings. In educational research, the participant of the observation is student so it called participant observation.⁷²

Participant observation in this research is student of the eight grade of MTs Miftahul Ulum. The data collected to know their activeness during learning process and to know the lesson plan is properly used in the classroom or not. Students' activeness and the lesson plan is the core of the success of learning process.

b. Interview

The purpose of interview instrument to reveal the participants' perception of their opinion, feelings or experience. In educational action research, the interview may occur during the learning activity in the classroom or school activities in individual or either a group format⁷³. The interview in this research will be interview the student by group to know how they feel, opinion and experience towards mistake buster technique.

⁷² Clark et al., *Action Research*, 81.

⁷³ Marguerite G. Lodico, Dean T. Spaulding, and Katherine H. Voegtle, *Methods in Educational Research: From Theory to Practice*, 2nd ed, Research Methods for the Social Sciences (San Francisco, CA: Jossey-Bass, 2010), 338.

c. Field notes

The aim of this instrument to keep a record during the activity in a research and what happens. It so practicable in tracking why and how the process of research and ideas evolved. The form of field notes can display an account of the reflections and commentary on study, and can be starting place to data analysis and interpretation.⁷⁴

The field notes will be conducted during the implementation of mistake buster technique by researcher.

2. Quantitative

The quantitative data that will be used in the research is test. The test used to measure the score of the student before acting stage in the cycle and after acting stage in the cycle to know the students' improvement. The kind of test is pre-test and post-test.

E. Research Instruments

The research instrument of this research is conducted based on the kind of data collection. The following is the research instrument that is needed in this research.

1. Observation sheet

Observation sheet is the research instrument that is used to observe particular attitude in the current situation. In this research, observation is used to collect the learning process using mistake buster strategy and also to know the students' activeness during the lesson. The researcher is directly involved in the learning process based on the observation sheet that has been made.

There are two observation sheet that is used in this research that is learning process and students' activeness.

⁷⁴ Clark et al., *Action Research*, 82.

2. Test

Test is the research instrument that common used to measure the ability of the students to reach the current competency.

In this research, test used to measure the improvement of the students after treatment. The kind of test is pre-test and post-test. Pre-test used to know the students' ability before the implementation of mistake buster. The researcher also used post-test to measure the improvement after implementing mistake buster to the students. The criterion of grammar mastery test is success if 75 % of student reach the minimal criterion that usually called by KKM (Kriteria Ketuntasan Minimal). The KKM is gained based on the english subject KMM at that school that is 70.

3. Field Note sheets

Field note is the record of all activities during the research. The field note used in this research consist of observation, interview and teaching process.

F. Data Analysis and Indicator of Success

1. Data Analysis

a. Qualitative Analysis

Observation in the learning process and the result of interview is kind of qualitative data. The data analysis in qualitative data will be interpreted by descriptive. Qualitative descriptive analysis contains data reduction, data display and verification/conclusion.

b. Quantitative Analysis

The quantitative data on this research analyzed by formula to know the improvement of student' English grammar mastery through pre-test and post-test and the classroom's activeness through the observation sheet. The

interpretation of the result analyzed by descriptive comparative statistic. This analysis is conducted to compare the first condition and after implementation of mistake buster technique.

The formula to measure the score of the students test as bellows⁷⁵:

$$N = \frac{\text{Student acquisition score}}{\text{maximum score}} \times 100$$

N : Score

The formula below is to gain the mean score from all the students to compare and to measure the improvement pre-test and post-test in each cycle, the description as follows⁷⁶:

$$\bar{x} = \frac{\sum xi}{n}$$

\bar{x} : The mean of students' score

$\sum xi$: The total score of students'

n : the member of students

Then, the researcher tries to agglomerate the student who gets the score up to 70 based on the school minimum criteria or KKM (kriteria ketuntasan minimal) because the indicator of success to master in English grammar is 75% total of student that qualify the criteria. The formula is⁷⁷

$$X = \sum \frac{x}{N} \times 100 \%$$

X : Percentage of mastery learning

⁷⁵ Agus Supriatna, *Modul Pengembangan Keprofesian Berkelanjutan* (Bandung: Direktorat Guru dan Kebudayaan, 2017), 60.

⁷⁶ Yulingga Nanda Hanief, *Statistik Pendidikan* (Yogyakarta: Deepublish, 2017), 28.

⁷⁷ Supriatna, *Modul Pengembangan Keprofesian Berkelanjutan*, 61.

Σx : The number of student score who gets up to 75

ΣN : Total of student

Analysis of the calculated data starting from the first to the last cycle is used as a reference for assessment which is adjusted to the following percentage description criteria table.

Table 3. 1 Table 1 Classification of range students' mastery learning categories towards the materials

Score (%)	Criterion
90-100	Very High
75-89	High
55-74	Normal
31-54	Low
0-30	Very Low

To measure the percentage of classroom's activeness in the observation sheet data. The researcher used the below formula to examine weather students active in the learning process or not and to examine weather the process is success or not.

$$N = \frac{\text{Student observation score}}{\text{maximum score}} \times 100\%$$

N : The classroom's activeness percentage

2. Indicator of Success

Indicator of success is a particular indicator that becomes reference or benchmark of success on the certain cycle in the classroom action research. If the indicators of success have been achieved, then the research is considered complete and does not need to be continued to the next cycle. The following description is indicator of success in this research.

a. Test

The test could be concluded as success or complete if 75% of students have reached minimum score that is 70 based on the school minimum score o KKM (*Kriteria Ketuntasan Minimal*) . The cycle could be stopped and it does not need to be continued in the next cycle.

b. Activeness

The students' activeness could be success or complete if 70% of students active in the learning process. The aspect that is observed that is

G. Research Procedures

1. Planning

In this phase, the problem should be identified to develop a plan of action in order to give an improvement in a specific focus of the research content. In this phase, the plan must consider what possible investigation within the real and constraints condition of the teaching and what potential hypothesis.⁷⁸ Action plan utilizes the relevant theories optimally and experienced in the past in the learning process.⁷⁹

Planning in this stage consist of making a lesson plan, preparing the materials/source/tools that will be used, preparing the instrument to collect the data, and test to conduct in the acting phase.

a. Making a lesson plan

A lesson plan is arranged based on the focus of this research that is simple past tense and curriculum 2013. A lesson plan contains basic competency, indicator, objectives, hand out of material, teaching methods, media, source of study, steps of teaching process using mistake buster technique.

⁷⁸ Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, ESL & Applied Linguistics Professional Series (New York: Routledge, 2010), 8.

⁷⁹ *Classroom Action Research Dalam Pendidikan Bahasa: Teori, Desain, Dan Praktik*, 37.

b. Preparing the material

The material in this research is simple past tense that encompasses the structure of the simple past tense in the form of affirmative sentence, negative sentence, interrogative sentence, regular and irregular verb, to be in simple past tense, adverb of time in simple past tense. Besides that, the researcher arranged the material that contains of grammatical errors in the simple past tense, it would be reviewed by students that consist of short sentence, long sentences and narrative.

c. Preparing the test

The researcher prepared the test that conducted in the pre-test and post-test.

d. Preparing the tools that is needed

e. Preparing the observation sheet

f. Preparing the field note sheet

2. Acting

In this phase, the arrangement of the lesson plan and strategy implemented. The lesson plan must be implemented correctly and consistently. Besides that, the collecting data must be implemented in this stage. The data collection can be quantitative data (test result, quiz result, presence, task score, etc.) and qualitative data is needed in the action research even become primary data. Qualitative data is needed to describe the process and activity during acting implementation in the classroom, for instance, student activeness, students' enthusiasm, discussion quality, and responsible also independence. The common instrument that used is (a) student observation sheet; (b) rubric; (c) other notes which are relevant to the activity during the action.⁸⁰

In this research there are three steps in this stage that is pre-activity, main activity, post activity.

⁸⁰ Anne Burns, 40.

a. Pre-activity

In this phase the researcher opens the lesson by saying greetings and pray to begin the lesson. Checking the attendance of the students. Preparing the physics and mental of the student.

b. Main activity

The main activity is implementing the mistake buster strategy in the lesson. There are three activity in this phase. The before first activity, the researcher delivers to the students about the lesson objective, tell the students that they will review the form of simple past tense and divide the member of class into two groups.

The first activity begins with the researcher displays the verb 1 on the board to be worked by each groups. The students changed the verb 1 into regular or irregular verb (verb 2). The researcher counted the sum of score of each groups. The second activity, the researcher tells to the students that they have to listen the short sentence and long sentences to find the grammatical errors and correct it with the right structure of simple past tense.

The researcher gives point to the students who raise their hand to answer the task. And the end of this activity the researcher sums up the point of each groups. The third activity, the researcher tells the students that they will listen the narrative passage and write down the wrong verb of simple past tense form. Then, the researcher read the narratives with normally speed. The researcher gives permission of there is a student raise hand to answer the task. And the last the researcher sum up the all score that has been gained from activity 1, 2 and 3.

c. Post activity

In this phase, the researcher gives the main point or provides more explanation about materials that have been taught and appreciation for all students' efforts. The last is checking the students' memorization about the material with presenting some of the questions to the students. The students could be summarize related to the materials.

3. Observing

In this phase, the observation will be conducted systematically towards the action and documenting the context and opinions of those involved. The analyze of the data must be open-eyed and open-minded to collect information about the result and what is happening.⁸¹ In this phase, the researcher conducted observation using observation sheets or the rubric that has been arranged. It also needs profound observation towards the acting phase and the effect on the students. The data collected in this phase could be quantitative data, that is, test score, task score, etc), and qualitative data describes the students' activeness. In this phase, the researcher observes the acting phase. The aspect of observation is things that have been mentioned in the acting phase.

4. Reflecting

Reflection is an effort to examine what has happened, what has been produced, or what has not been produced, or what has not been completed from the steps or efforts that have been made. In other words, reflection is an assessment of the success or failure of the goal stamp. For this purpose, teacher should determine the success criteria.⁸² At this point, the effect of the action must be described and evaluated in order to comprehend the issue that has explored properly and to make it clear of what has

⁸¹ Burns, *Doing Action Research in English Language Teaching*, 8.

⁸² *Classroom Action Research Dalam Pendidikan Bahasa: Teori, Desain, Dan Praktik*, 42.

happened. The reflection should consider the further cycle activity to improve learning process or to give information about the research that have implemented.⁸³

In this phase, the researcher reflected on the acting and observing phase and evaluated the result. The researcher should also consider whether the researcher should continue to the next cycle or not. If the researcher concludes to continue to the next cycle, the researcher has to evaluate the teaching process if there is a weak aspect that affects the result of the cycle. By knowing which aspect should be repaired, the researcher should also improve the teaching process.



⁸³ Burns, *Doing Action Research in English Language Teaching*, 8.

CHAPTER IV

RESEARCH RESULT

A. General Description of Research Setting

MTs Miftahul Ulum is part of the Miftahul Ulum Foundation which consists of Madrasah Diniyah, Madrasah Tsanawiyah and Madrasah Aliyah. MTs Miftahul Ulum is located on Jln. PP Darussalam Pucang Kradinan. MTs Miftahul Ulum is in the village actually in the Kradinan Village, Dolopo District, Madiun Regency that direct edge at Jenangan District, Ponorogo Regency in the south of the school and far from the crowded area so the teaching process can be effective and conducive effective without the crowds of vehicle traffic. The society chose the school from their areas and did not need to spend much money.

MTs Miftahul Ulum was built in 1975 and has developed until now. MTs Miftahul Ulum has students consisting of grade 7 to grade 9, totalling 145 students. Each grade level has two classes, which means it has a total of 6 classes. MTs Miftahul Ulum is a boarding school-based school that has the following objectives, vision and mission.

1. Objectives of MTs Miftahul Ulum

The objectives of Madrasah Tsanawiyah Miftahul Ulum are as follows:

MTs Miftahul Ulum realizes good Madrasah Tsanawiyah by having a high knowledge of noble character so that the central community is realized who is devoted to Allah, the Almighty God.

The goal of the school will be gradually monitored, evaluated, and controlled every certain period, to achieve the *Standar Kompetensi Lulusan (SKL)* for Junior

High Schools and Madrasah Tsanawiyah, which are standardized nationally, as follows:

- a. Believing, understanding, and carrying out the teachings of the Islamic religion.
- b. Understand and carry out the rights and obligations to work and use the environment responsibly.
- c. Thinking logically, critically, creatively, innovatively in solving problems, and communicating through various media.
- d. Enjoy and appreciate art.
- e. Running a clean, fit, and healthy lifestyle.
- f. Participate in life to reflect love and pride for the nation and homeland.

2. Vision and Mission of MTs Miftahul Ulum

a. Vision :

"Towards a person who excels based on faith and piety."

b. Mission:

- 1) Develop Islamic religious attitudes and behaviours
- 2) Learn to teach optimally with the potential you have
- 3) Cultivate the spirit of achievement
- 4) Implement participatory and correct management
- 5) Strive for a healthy, clean, and beautiful environment with Islamic nuances
- 6) Improving human resources in the field of science and technology

In every work of the educational community, the school continually cultivate Islamic nuances, discipline according to the rules of each field of work, mutual respect, and trust and maintain a harmonious working relationship based on excellent service, cooperation, and friendship.

The further description about the school profile can be seen in the appendix (see appendix 1)

B. Data Exposure

1. Data Exposure of Pre-research

Data exposure of pre-research consists of activities that are done by researcher before conducting the research. The beginning stage of pre-research is the researcher conducted preliminary study to find out the problem related to the teaching process of English subject to the school. The preliminary research was conducted by interview with English teacher and the students (see appendix 2). The result showed that the student has low achievement on the English grammar especially tenses. They are lack of understanding about the structure of tenses and memorizing the structure of it. After the problem is found, the researcher tried to solve the problem with a proper strategy to improve students' achievement on the English grammar. On 18th November 2021, The researcher arranged a research proposal based on the school problem.

On 21th February 2022, the researcher asking for permission to the head master of MTs Miftahul Ulum by brought the permission letter from faculty to conduct the research. The researcher also took a data from the school that related to the research for instance student data and school profile and etc. The researcher then took a document from English teacher about the students score between 8th grade A and 8th grade B to give the additional strong evidence about the reason why the researcher chose 8th grade B as the object of the research. The data showed that the 8th grade b has low English proficiency than 8th grade A based on the data score from the English teacher (see appendix 3).

On 26th February 2022, the researcher arranged the validation sheet that would be signed by validator. The kind of instrument that would be validated was lesson

plan. A lesson plan is the core of implementation of mistake buster. The researcher chose two validators who have expertise and experience during teaching process that are Miss Dra. Aries Fitriani, M.Pd as the first validator and Miss Wilis Prihatni, S.S, M.Pd as the second validator. The result showed that the lesson plan is valid to use in the teaching process (see appendix 4).

2. Data Exposure of Research

Data exposure of research consists of the data findings during the research. The goals of a classroom action research did an improvement in the classroom through the steps. The steps in conducting this research are planning, acting, observing, reflecting. This research consists of two cycles. The following is the explanation in each cycle.

a. Data exposure of cycle 1

1) Planning

Based on the pre-research, showed that was needed a plan that appropriate to improve English grammar at the 8th grade B of MTs Miftahul Ulum. Then, the researcher arranged planning in the cycle 1. The following is the description.

- a) Choose the appropriate technique that is mistake buster.
- b) Make a lesson plan to implement the mistake buster in the classroom during teaching process.
- c) Make a material that related to the topic and the technique.
- d) Make an instrument to collect the data that is observation sheet of students' activeness, observations sheet of teaching process, interview guidance, field notes sheet and test.

2) Acting

The acting phase conducted on 1st March 2022, Tuesday. The acting phase consist of four meetings. The first meeting, the researcher conducted a pre-test to measure the students' english grammar mastery before the technique is implemented (see field notes appendix 5). The following table is the result of pre-test in the cycle 1

Table 4. 1 The Result of Pre-test Cycle 1

No	Name	Score	KKM	Description
1	Ahmad Said Ali Ridho	14	70	Incomplete
2	Alfina Amalia	50	70	Incomplete
3	Aska Irma Safara	30	70	Incomplete
4	Diva Nur Sahila Mubarok	28	70	Incomplete
5	Farrel Yuda Aditya Arrosyid	0,6	70	Incomplete
6	Hilda Ilham Pratama	10	70	Incomplete
7	Keysa Khumairotuz Zahra	28	70	Incomplete
8	Laiyin Mahfiana	32	70	Incomplete
9	Miftahudin Wahid	0,6	70	Incomplete
10	Mohammad Fahrul Muklisiin	42	70	Incomplete
11	Muhammad Fajar Alifani	0,6	70	Incomplete
12	Muhammad Ihsan Juliansyah	70	70	Complete
13	Muhammad Rizal Al Ridho	48	70	Incomplete
14	Na'datul Putriani	42	70	Incomplete
15	Nanda Silviana	42	70	Incomplete
16	Naufal Yulistya Pratama	10	70	Incomplete
17	Rahmat Duwi Irwanto	70	70	Complete
18	Salma Mahfudzoh	52	70	Incomplete
19	Satria Desta Antasena	10	70	Incomplete
20	Siti Rahayu	36	70	Incomplete
21	Syaiful Anwar	0,4	70	Incomplete
22	Labibatu Tazkiyatil Hidayah	84	70	Complete
23	Renaldo Rizky Febrianto	34	70	Incomplete
24	Laila Kusuma Ramadhani	30	70	Incomplete
Average		32,67		

The result above showed that the students who got score up to 70 only three students. It means that was needed improvement in the learning process.

The average grade in the pre-test also showed less than the school's KKM that is 32,67. The researcher then converts it into a percentage, so that, it can be analyzed how many percent of the increase must be carried out in order to

achieve the success indicator, which is 75%. The following below is the details.

Table 4. 2 Percentage Result of Pre-test in Cycle 1

Aspect	F	%
Complete	3	12,5 %
Incomplete	21	87,5%

Based on the percentage the result of pre-test cycle 1 above, only 12,5% of student can reach the standard minimum or KKM of school and 87,5 % of student cannot reach the KKM. It showed that the school need to improve their learning activities. Researchers need to increase students' mastery of grammar by another 62.5% to achieve the indicators of success that have been set by the researcher.

The second and third meeting was on 4th March 2022, Friday and 8th March 2022, Tuesday. In this meeting, the researcher did teaching process used mistake buster technique that consists of three stages based on the lesson plan that has been arranged in the planning phase. The following is the general description in each stage (see field notes appendix 6).

a) Pre-activity

This activity was begun by the researcher gave greetings to the students and asked their condition to start the lesson. After that, the researcher gave apperception related to the material especially simple past tense.

b) Main-activity

The activity in this stage started by the researcher delivered the goals/objectives of the lesson through the mistake buster technique. There are four steps in the implementation of mistake buster in the

classroom that are the first step is warm up, the second step is activity using the short sentence and long sentences, the third is activity using text and the last step is wrap up. In the main activity, the researcher used the first until third step. The last step will be explained in the post activity. The following is the explanation.

The first step that is warm up. First, the researcher began the main activity by telling the students that they will do review “simple past tense” activity. Then, the researcher divided the class into two teams by asking to the student to count a number 1 -2 and they will gather in one place with the one who have same number and tell to the students that they will do a challenge. The team who got the highest point would become the winner. Next, the researcher made two columns in the board and ask the student to fill the left column with the verb in the form of present tense as much as possible. After that, the researcher asked the students to find the form of past tense from all of that verbs. The students have to raise hand quickly to answer it. For each the right answer, the team will get 10 score.

The second step is activity using the short sentence and long sentences. First, the researcher told to the students that they have to listen the short sentences, and then the long sentences to find the errors in the verb and correct it with make it in the form of “simple past tense”. Then, the researcher started to read a sentence one time. Repeat that sentence if the students cannot understand on the first reading. Next, the students have raise hand to get the permission in the answering the task. For each the right answer, the teams will get 10 scores. After that, continue to give a score and sum up until all the sentences were read and corrected.

The third step is activity using recount text. First, the researcher told to the students that they will listen a text and write the verbs that on their opinion is wrong. Next, the researcher read the text with speed normally. Read back the text if it was needed. Then, the students have to raise hand as soon as possible to get the permission to answer the task. After that, the researcher asked the students to mention loudly the wrong verbs that they hear and give the correction. Finally, the researcher gave the scores and sum up if the all of the verbs have been corrected.

c) Post-activity

In post-activity the researcher used the last step of implementation of mistake buster that is wrap up. First, the researcher gave the appreciation on all of the students' effort. Next, the researcher reviewed the student memorize and comprehension by asking them a question that related to the previous topic.

The fourth meeting was on 9th March, 2022, Wednesday (see field note appendix 7). This meeting the researcher conducted a post-test to measure the improvement after the implementation mistake buster technique in the classroom. The below table is the result.

Table 4. 3 The Result of Post-test in Cycle 1

No	Name	Score	KKM	Description
1	Ahmad Said Ali Ridho	70	70	Complete
2	Alfina Amalia	78	70	Complete
3	Aska Irma Safara	62	70	Incomplete
4	Diva Nur Sahila Mubarak	80	70	Complete
5	Farrel Yuda Aditya Arrosyid	56	70	Incomplete
6	Hilda Ilham Pratama	70	70	Complete
7	Keysa Khumairotuz Zahra	78	70	Complete
8	Laiyin Mahfiana	72	70	Complete
9	Miftahudin Wahid	12	70	Incomplete
10	Mohammad Fahrul Muklisin	60	70	Incomplete
11	Muhammad Fajar Alifani	24	70	Incomplete

12	Muhammad Ihsan Juliansyah	76	70	Complete
13	Muhammad Rizal Al Ridho	58	70	Incomplete
14	Na'datul Putriani	56	70	Incomplete
15	Nanda Silviana	56	70	Incomplete
16	Naufal Yulistya Pratama	68	70	Incomplete
17	Rahmat Duwi Irwanto	72	70	Complete
18	Salma Mahfudzoh	78	70	Complete
19	Satria Desta Antasena	50	70	Incomplete
20	Siti Rahayu	78	70	Complete
21	Syaiful Anwar	40	70	Incomplete
22	Labibatu Tazkiyatil Hidayah	98	70	Complete
23	Renaldo Rizky Febrianto	66	70	Incomplete
24	Laila Kusuma Ramadhani	78	70	Complete
Average		64		

The result above showed that the result of post-test increased significantly. The students who got the score up to or equal to 70 is 12 students and the student who got the score below to 70 is also 12 students. The average score in the class also increased which was originally in the pre-test only got a score of 32,67 and now in the post-test it has increased to 64. it means that half of the class population has reached the KKM even though it has not yet reached the indicator of success in mastering grammar.

Then the researcher converts it into percent form to find out what percentage of the increase occurred after implementing the mistake buster technique in the learning. The following table below is the details.

Table 4. 4 Percentage Result of Post-test in Cycle 1

Aspect	F	%
Complete	12	50%
Incomplete	12	50%

Based on the percentage of the post-test result above, it showed that the result is lower than indicator of success. The data above only 50% student can reach the KKM and 50% of students cannot reach the KKM. The indicator

of success is 75%. The researcher must to increase 25% again to reach indicator of success. Because the results of the post-test student learning outcomes have not met the indicators of success, the researcher must proceed to the next cycle to improve the learning process again in order to achieve the desired results.

3) Observing

The observing phase was held when the acting phase was running on. The observing phase cannot be separated from the acting phase. The researcher used two kinds of observation sheet that is students' activeness and teaching process. The teaching process observation sheet is used for evaluating the researcher performance in the implementation of mistake buster technique if the researcher gives best performance in the implementing mistake buster technique the result will improve significantly. The observer of this observation is English teacher. The below is sum up of the observation result of the researcher performance in teaching process by English teacher. The further details about the observation sheet can be seen in the appendix (see appendix 8)

Table 4. 5 The observation Result of Teaching Process

Aspect	Score					Total Score	Max Score	Percentage
	1	2	3	4	5			
Teaching Process	0	0	15	32	30	77	95	81,1%

The scale of scoring the observation sheet used likert scale. The observer will be marked by checklist (✓) in each criteria, the description as follows.

Table 4. 6 Scale of Scoring The Observation Sheet

1	2	3	4	5
Very bad	Bad	enough	Good	Very good

The result above showed that the researcher performance during teaching process was 81.1 %. The percentage showed that the researcher did implementation of a lesson plan based on the mistake buster technique is in high category based on the table 3.1 criteria. It can be concluded that, the researcher had implemented the mistake buster technique appropriately in the learning activities.

Then, the students' activeness observation sheet is used for observing the student activities during the implementation of mistake buster and also to know whether the mistake buster technique can improve students' activeness during the learning activity. The aspect of students' activeness that being observed by researcher was the student's enthusiasm, the students answer the quiz, the student doing the teacher instruction, the student responses the teacher. The following table below is the result of the researcher observation towards the students.

Table 4. 7 The result of student's activeness observation

No	Aspect	Score				Total Score	Max Score	Percentage
		1	2	3	4			
1	Student Enthusiasm	7	4	18	36	65	96	67,7%
2	Student answer the quiz	4	16	18	28	66	96	68,8%
3	Student doing the teacher instruction	4	12	15	36	67	96	69,8%
4	Student responses toward teacher	6	10	12	36	64	96	66,7%
Accumulation Score						262	384	68,2%

The table above is sum up of the result of student observation in the classroom, for further details in each student can be seen in the appendix (see appendix 9). The description of criteria in each scale as follows.

Table 4. 8 The scale of scoring the student's activeness observation

Scale	Description
1	Students who have never done anything from that aspect will get a score of 1
2	Students who sometimes do anything from that aspect will get a score of 2
3	Students who often do anything from that aspect will get a score of 3
4	Students who always do anything from that aspect will get a score of 4

The result of student's activeness observation showed that the students enthusiasm during the teaching process is 67,7% from the total of the students. It means that the students enthusiasm is in the normal category. The criteria for categorizing the success of student activities in each aspect can be seen in table 3.1 The activity of the student in answer the quiz also showed a percentage of 68,8%, it was in the normal category. The frequency of student doing the teacher instruction illustrated a percentage 69,8%, it indicated that it was also in the normal category. 66,7% student responses toward teacher that can be categorized as normal. The accumulation of percentage of students' activeness indicated that were still lower than the indicator of success because the class only got 66,7%. The student's activeness in the learning process will be succeed if the student can reach the indicator of success that is 70%. Based on the data, the student's activeness in the classroom can be categorized as normal although it has not reached the percentage expected by researchers. The researcher must continue to the next

cycle to make an improvement and revision in the learning process to make the student more active during the lesson.

4) Reflecting

In this phase the researcher evaluated the implementation of mistake buster through the result of test and observation sheet that is exposed above and through interview.

The following is the explanation about the data results of pre-test, post-test 1 and students' activeness observation 1. In the pre-test, the student who got score up to the KKM only 12,5% of total students. Then, the researcher implemented the mistake buster technique the students who got score up to the KKM only 50% of total students in the post test cycle 1. It means that the students' achievement has not reached the indicator of success that is 75% of total students. Student's activeness observation sheet showed that the results also did not meet the indicator of success that has been set by the researcher. The accumulation percentage of student's activeness indicated that was still lower than indicator of success that is 66,7% of total students who active in the class. meanwhile, the indicator of success of the students' activeness is 70%.

So, the result of cycle 1 did not meet the indicator of success and must be continued in the next cycle and the researcher has to set a plan that is assumed will solve obstacle factors in implementation of mistake buster in the classroom.

In the evaluation, the researcher also did group interview to the students and English teacher to collect the data and to know their feeling and obstacles during implementation of the technique in cycle 1 (see appendix 10). The result of student group interview showed that they feel excited in

using a new technique in the classroom. They are difficult to comprehend it in the first time but by the time went, some students understand about simple past tense. The obstacles during learning activities were almost all of them did not have a dictionary book to look for verb 2 (simple past) for answering the quiz from teacher. It was vital obstacle that hinder the learning process and also students' understanding. Based on the interviewing english teacher (see appendix 11), the result showed that the technique is appropriate to teach english grammar especially simple past tense. The obstacle factors in the learning activities is first, time management and conditioning students when divided the class into two teams, it spent more time. The second is the student cannot write correctly if they only answer by speak it out without trying to write it down on the board or their book.

In conclusion the researcher should do improvement based on the results of test, observation and also evaluation through interview to give best final result.

b. Data exposure of cycle 2

1) Planning

Based on the result of cycle 1, the researcher has to continue the research to the next cycle because it has not reached the indicator of success.

In this phase the researcher made a lesson plan that had been evaluated through reflecting phase in the cycle 1. The activity in this phase contain of:

a) Make a lesson plan with some revision based on the evaluation in the reflecting phase of cycle 1.

b) Make a handout material about regular and irregular verb that will be delivered to the student during the lesson that make the student easier to comprehend the simple past tense.

- c) Prepare the media that can support the learning process that is presentation (pptx)
- d) Prepare the tools to support the learning process that is LCD, marker and worksheet.
- e) Prepare the conducive place to run the teaching process.
- f) Prepare the instrument to collect data during the research such as observation sheet, interview guidance, field notes sheet, and test.

2) Acting

In this activity, the research did acting process that consist of three meetings. The first and second meeting was on 15th March 2022, Tuesday (see field notes appendix 12). This meeting contains of three activities in the teaching process with revised plan. The following is the description.

a) Pre-activity

In this activity the researcher gave greetings to the students and asking the leader of class to lead for praying before starting the lesson. After that, the researcher checked the attendance list of student. The next activity was apperception to the previous lesson with the researcher and motivate the student to increase enthusiasm for learning. In the apperception, the researcher used Presentation (pptx) which contains animations to attract attention and interest in learning at the beginning of learning.

b) Main-activity

The activity in this stage started by the researcher delivered the goals/objectives of the lesson through the mistake buster technique. There are four steps in the implementation of mistake buster in the classroom that are the first step is warm up, the second step is activity using the short

sentence and long sentences, the third is activity using text and the last step is wrap up. In the main activity, the researcher used the first until third step. The last step will be explained in the post activity. The following is the explanation.

The first step that is warm up. First, the researcher began the main activity by telling the students that they will do review “simple past tense” activity. Then, the researcher divided the class into two teams by grouping directly between female student and male student to increase the spirit of competition atmosphere in the class, more than that, based on the evaluation in the reflecting phase with English teacher the researcher must save time when dividing groups and told to the students that they will do a challenge. The team who got the highest point would become the winner. Next, the researcher made two columns in the board and ask the student to fill the left column with the verb in the form of present tense as much as possible. After that, the researcher asked the students to find the form of past tense from all of that verbs. The students have to raise hand quickly to answer it. For each the right answer, the team will get 10 score.

The second step is activity using the short sentence and long sentences. First, the researcher told to the students that they have to listen the short sentences, and then the long sentences to find the errors in the verb and correct it with make it in the form of “simple past tense”. Then, the researcher started to read a sentence one time. Repeat that sentence if the students cannot understand on the first reading. Next, the students have raise hand to get the permission in the answering the task. For each the right answer, the teams will get 10 scores. After that, continue to give a score and sum up until all the sentences were read and corrected.

The third step is activity using recount text. First, the researcher told to the students that they will listen a text and write the verbs that on their opinion is wrong. Next, the researcher read the text with speed normally. Read back the text if it was needed. Then, the students have to raise hand as soon as possible to get the permission to answer the task. After that, the researcher asked the students to mention loudly the wrong verbs that they hear and give the correction. Finally, the researcher gave the scores and sum up if the all of the verbs have been corrected.

c) Post-activity

In post-activity the researcher used the last step of implementation of mistake buster that is wrap up. First, the researcher gave the appreciation on all of the students' effort. Next, the researcher reviewed the student memorize and comprehension by asking them a question that related to the previous topic.

The third meeting was on 16th March 2022, Wednesday (see field notes appendix 13). In this meeting the researcher conducted a post-test after implementing a revised lesson plan. The following below table is the result of post-test in the cycle 2.

Table 4. 9 The Result of Post-test in Cycle 2

No	Name	Score	KKM	Description
1	Ahmad Said Ali Ridho	84	70	Complete
2	Alfina Amalia	90	70	Complete
3	Aska Irma Safara	96	70	Complete
4	Diva Nur Sahila Mubarok	92	70	Complete
5	Farrel Yuda Aditya Arroseyid	72	70	Complete
6	Hilda Ilham Pratama	76	70	Complete
7	Keysa Khumairotuz Zahra	90	70	Complete
8	Laiyin Mahfiana	90	70	Complete
9	Miftahudin Wahid	66	70	Incomplete
10	Mohammad Fahrul Muklisin	88	70	Complete
11	Muhammad Fajar Alifani	66	70	Incomplete
12	Muhammad Ihsan Juliansyah	80	70	Complete
13	Muhammad Rizal Al Ridho	70	70	Complete
14	Na'datul Putriani	94	70	Complete

No	Name	Score	KKM	Description
15	Nanda Silviana	92	70	Complete
16	Naufal Yulistya Pratama	84	70	Complete
17	Rahmat Duwi Irwanto	82	70	Complete
18	Salma Mahfudzoh	92	70	Complete
19	Satria Desta Antasena	58	70	Incomplete
20	Siti Rahayu	94	70	Complete
21	Syaiful Anwar	56	70	Incomplete
22	Labibatu Tazkiyatil Hidayah	100	70	Complete
23	Renaldo Rizky Febrianto	84	70	Complete
24	Laila Kusuma Ramadhani	92	70	Complete
Average		82,83		

The result of post-test in cycle 2 above showed that the students' english grammar mastery was significantly increased from the cycle 1. The student who got score up to or equal to KKM was 20 students and only 4 students who got score lower than KKM. The class average score also showed a significant increase at 82,83%. It means that it was up to the KKM of the school that is 70. Then, the researcher converted it into a percentage to analyze what percentage the student who mastered in the grammar based on the total of students in the class. The following is the description.

Table 4. 10 The percentage of Pot-test Result in Cycle 2

Aspect	F	%
Complete	20	83,3 %
Incomplete	4	16,7%

The percentage showed that the student who had succeed to pass KKM of school was 83,3%. It was categorized as high in mastering English grammar based on the criteria on the table 3.1. The student who had not succeed to pass the KKM only 16,7%. This fact revealed that class 8B had met the success indicator of 75%. With this finding, the researcher will not continue to the next cycle and the research is declared discontinued because it has reached the predetermined percentage.

3) Observing

The observation phase was held by the same time in the acting phase. The types of observation were same with previous cycle that is student's activeness observation sheet and teaching process observation sheet.

The teaching process observation sheet is to know the performance of the researcher when implementing a revised plan based on the cycle 1. The observer of this observation sheet is English teacher. The below is sum up of the observation result of the researcher performance in teaching process by English teacher. The further details about the observation sheet can be seen in the appendix (see appendix 14).

Table 4. 11 The result of Teaching Process Observation

Aspect	Score					Total Score	Max Score	Percentage
	1	2	3	4	5			
Teaching Process	0	0	0	20	70	90	95	94,7%

The scale of scoring the observation sheet used likert scale. The observer will be marked by checklist (\surd) in each criteria. The criteria was same as table 4.6 above.

Based on the results above, it shows that the revised lesson plan in cycle 2 has been carried out with a very high category of 94,7% based on the criteria of table 3.1. It can be concluded that the revised lesson plan has been carried out well by the researchers to get maximum results in implementing the mistake buster technique in learning.

The student's activeness to make sure that the students were active in the class during implementation of mistake buster. The technique called success to make students active in the class if the result equal to or more than

the predetermined success indicator that is 70%. The following is the result of the observation student's activeness that consists of four aspects that are student enthusiasm, student answers the quiz, student doing teacher instruction, student responses toward teacher. The further details about the observation sheet of student's activeness can be seen in the appendix (see appendix 15).

Table 4. 12 the result of student's activeness observation

No	Aspect	Score				Total Score	Max Score	Percentage
		1	2	3	4			
1	Student Enthusiasm	0	6	12	68	86	96	89,6 %
2	Student answer the quiz	0	0	24	64	88	96	91,7%
3	Student doing the teacher instruction	0	8	21	52	81	96	84,4%
4	Student responses toward teacher	0	8	18	56	82	96	85,4%
Accumulation Score						337	384	87,8%

The description of each criteria score is same as in the table 4.8. Based on the result above, the student who was enthusiastic during the lesson was 89,6%, that can be categorized as high level. The student who answered the quiz frequently in the learning activity was 91,7%. Almost all of the student always answer the quiz from the researcher. That percentage can be categorized as very high level. The third aspect that is student doing the teacher instruction occupied a percentage of 84,4% it was in the high category. The last aspect that had observed by the researcher was student responses toward teacher, the percentage of students who responded to the teacher during lessons was 85,4% it also was categorized as high. The accumulation of each aspect was needed to know how percentage of classroom activeness during the teaching process and also to determine whether the percentage succeed or not. The accumulation percentage occupied in the number of 87%. It means the student's activeness during the teaching process succeed. This

fact reveals that there is continuity between student activity and learning outcomes, if the average student is active in the class then student learning outcomes will also increase.

4) Reflecting

In this phase the researcher evaluated the implementation of mistake buster through the result of test and observation sheet that is exposed above and through interview.

The following is the explanation about the data results of pre-test, post-test 2 and students' activeness observation 2. In the post test 2, the student who got score up to the KKM reached 83,3% of total students. It means that the students' achievement reached the indicator of success that is 75% of total students. Student's activeness observation sheet showed that the results also met the indicator of success that has been set by the researcher. The accumulation percentage of student's activeness indicated that was more than indicator of success that is 87,8% of total students who active in the class. meanwhile, the indicator of success of the students' activeness is 70%.

So, the result of cycle 2 reached the indicator of success and the cycle can be stopped and did not need to continue to the next cycle.

In the evaluation, the researcher did group interview to the students and English teacher. The student's interview showed that the mistake buster technique was techniques that are fun and provide new learning experiences to students with the help of very animative learning media to attract enthusiasm from the 8th grade B students (see appendix 16). The appreciation from the researchers also aroused the enthusiasm of students to learn.

Interview with English teacher showed that a revised plan of the cycle 2 is very appropriate in teaching English grammar especially in the “simple past tense” form (see appendix 17). The teacher said that the technique should be implemented in other class to make the students easily understand and comfortable during learning activity. There were no significant obstacles during cycle 2, because the researcher had evaluated the shortcomings of the first cycle. Distributing the material about common regular and irregular verb is helpful to support the learning process. The use of LCD also gives the important role in the learning process to make the students understand about the material that was delivering by researcher.

C. Discussions

The discussion of the data in this study includes tests and observations which will be described as follows.

The test result of the research showed that the students’ english grammar mastery at the eighth grade B of MTs Mifathul Ulum using mistake buster technique were there increased from the pre-test and post test in cycle 1. The data of pre-test and post-test of cycle 1 can be seen in the following table.

Table 4. 13 The result of pre-test and post-test in cycle 1

Aspect	Pre-test 1		Post-test	
	F	%	F	%
Complete	3	12,5%	12	50%
Incomplete	21	87,5%	12	50%

The pre-test conducted before the researcher implementing the mistake buster technique in the teaching process. There was only 3 students can pass the KKM and 21 students cannot pass the KKM. Students who can pass the KKM was 12,5% and the students who cannot pass the KKM was 87,5 %.

After the researcher implementing mistake buster technique in the classroom, the result was significantly increased even though have not reached the indicator of success. In the post-test cycle 1 the student who can pass the KKM was 12 students and the student who cannot pass the KKM was 12 students. The percentage of the student who can pass the post-test was 50% and the student who cannot pass the post-test was 50%.

To find out the improvement in student test results before the mistake buster technique was implemented and after it was implemented. The results can be seen in the following graph.

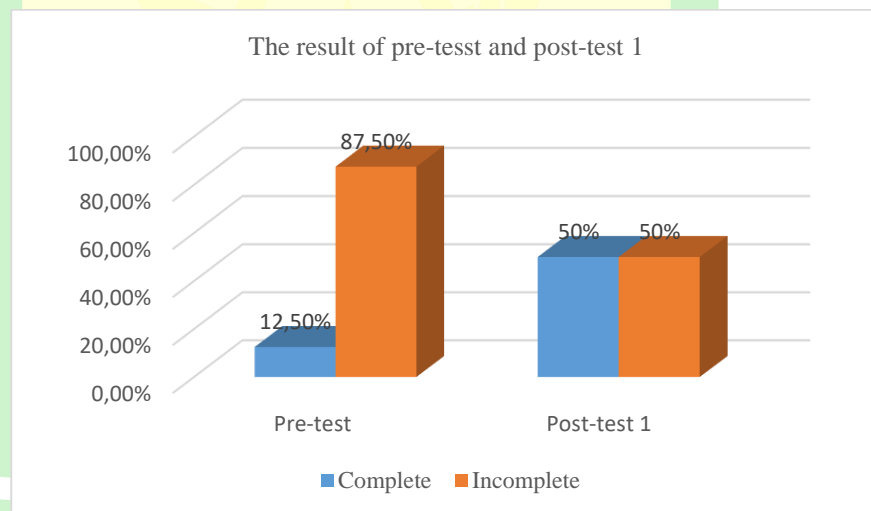


Figure 4. 1 Pre-test and post-test result cycle 1

The result of post-test in cycle 2 showed that there was significantly improved from cycle 1. The data revealed that acting phase in the cycle 2 has reached the indicator of succeed. The data of post-test of cycle 2 can be seen in the following table.

Table 4. 14 The Result of All The Test

Aspect	Pre-test		Post-test 1		Post-test 2	
	F	%	F	%	F	%
Complete	3	12,5%	12	50%	20	83,3%
Incomplete	21	87,5%	12	50%	4	16,7%

The researcher conducted post-test in cycle 2 after implementing a revised lesson plan that has been evaluated in the reflecting phase in the cycle 1. There are 20 students who can reach the KKM and 4 students cannot reach the KKM. The percentage indicated that it had reached the indicator of success that is 75%, because the students got a percentage of 83,3% for student who can pass the KKM and 16,7% for students who cannot pass the KKM. In conclusion cycle 2 succeed improving the students' english grammar after analyzing in cycle 1 to make improvements to the plan carried out by researcher in cycle 2. To briefly describe the improvement in the students who can pass the KKM in each research cycle, the illustration can be seen in the following graph.

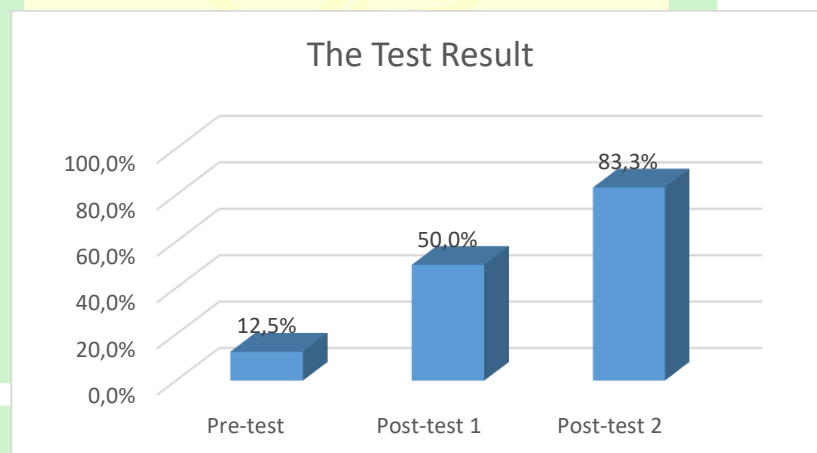


Figure 4. 2 The Percentage of The Students Who Can Pass The KKM in Each Test

Based on the result of cycle 1 and cycle 2, the researcher concluded that in the cycle 1 the result cannot pass the indicator of success because of some shortcomings that came from students and researcher. The students did not have a dictionary to support learning activity during cycle 1. The male student was also passive in the class during the quiz because of no spirit of competition was built between the two groups. The absence of a competitive spirit was based on the fact that all the answers were answered by female students. The shortcomings come from researcher is while in the teaching process the researcher has not been able to

condition students to fill the front seats first, students prefer to sit in the back seats. This factor makes the class less effective in understanding and answering the teacher's quiz during the implementation of the mistake buster technique. The classroom management also became one of the factors that should be considered when teaching process even though the researcher has used the right technique in improving students' grammar mastery. The next problem is the student cannot write the word correctly when answer the quiz, because the students only answer it by speak it out without write it down. The researcher must set a plan that covered the shortcomings based on the findings in the cycle 1.

Then researcher formulate a revised lesson plan based on observation and analyze in cycle 1. The researcher used presentation (pptx) as media aid and LCD as a tool to support the teaching process. The next improvement was in the learning process. In addition to students reading the correct answers, students also have to write them on the worksheets that have been prepared by the researcher in front of the class. the researcher also set the classroom by eliminating excess seats and conditioning students to sit in the front seats first.

In the result of observation, there were two types of observation sheet that were teaching process that observed by English teacher and student's activeness that observed by researcher.

In the result of teaching process observation in cycle 1 and cycle 2, the researcher implemented a lesson plan in the high category, it means that the researcher had implemented a lesson plan in accordance with the plans that have been designed in the planning phase. The quality of the implementation of the mistake buster technique by researcher in the learning process in accordance with the lesson plans will affect student learning outcomes. If the researcher

implemented an appropriate a lesson plan in the teaching process, it can be assumed that the result also will be best. The researcher also made an increase in performance in the teaching process from cycle 1 to cycle 2. It can be seen in the table below that the increase that occurred was 13.6% based on observations made by the english tacher. The following table is the description.

Table 4. 15 The Comparison of Researcher Performance During Teaching Process in Cycle 1 and Cycle 2

Teaching Process	Cycle 1	Cycle 2
Percentage	81,1%	94,7%

The researcher performance during teaching process in the cycle 1 was 81,1%, it can be categorized as high or good. Based on the reflecting in cycle 1, the factors that influenced the researcher performance in cycle 1 is the students were awkward because it was the first time being taught by the researcher. Researcher also need to adapt in the classroom in order to better conditioning students in the next cycle. Based on the English teacher interview, the researcher should save time during divided the class into two groups because in the cycle 1 the researcher took a long time to divide the class because the students did not want to switch their seat in their group.

In the cycle 2, the researcher performance was in the percentage of 94,7% it can be categorized as very high or very good implementation. In the cycle 2, the researcher used a teaching aid in the form of presentation (pptx) and LCD to support the learning process with animation in it. This tool was so useful to attract the student's attention. The researcher also eliminated a bench that is not used by students so that students can sit on the front bench. The researcher divided the group directly between male students and female students in order to save the time during learning activity. The researcher succeeded in improving his performance in cycle 2 because the researcher analyzed the inhibiting factors for learning activities in cycle 1 in the

reflecting phase with a revised lesson plan. The illustration of improvement can be seen in the following graph.

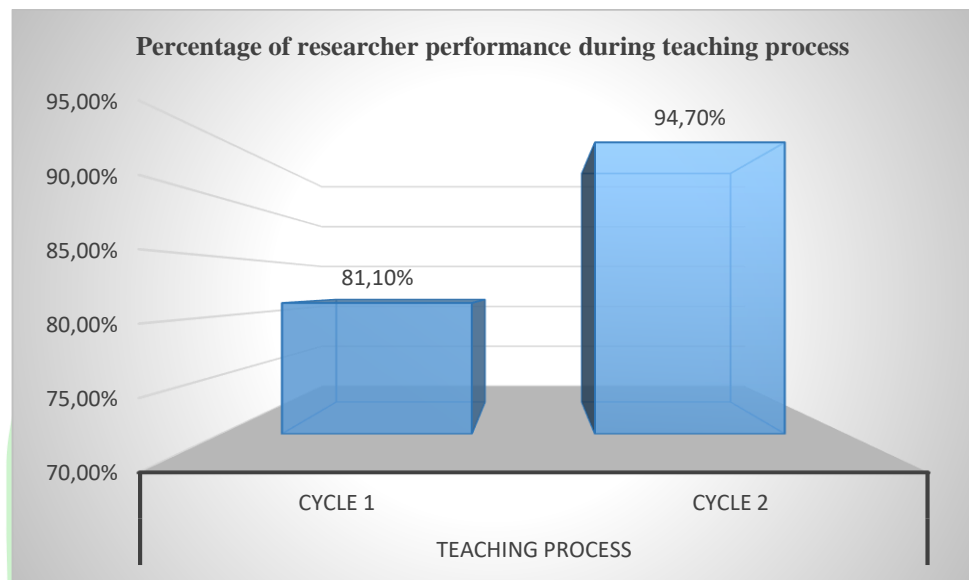


Figure 4. 3 The comparison of researcher performance during teaching process between cycle 1 and cycle 2

The good performance of teacher in delivering a material in the classroom will affect the student outcomes and student understanding toward the materials.

The table below is the table of student's activeness result in the cycle 1 and cycle 2.

Table 4. 16 The percentage of Student's activeness result in cycle 1 and cycle 2

Aspect	Cycle 1	Cycle 2
	%	%
Student enthusiasm	67,7%	89,1%
Student answer the quiz	68,8%	91,7%
Student doing the teacher instruction	69,8%	84,4%
Student responses toward teacher	66,7%	85,4%
Accumulation	68,2%	87,8%

In the result of student's activeness that was observed by researcher in cycle 1 showed that in the four aspect that had been observed by researcher still lower than indicator of success. The accumulation of each aspect in the cycle 1 is 68,2% and

indicator of success is 70%. It can be concluded that student's activeness needed to improve in the next cycle. The researcher has to designed a lesson plan that can improve the student activeness. To overcome this condition researcher used teaching aid to support learning activity that is presentation (pptx) and LCD. The use of this teaching aid attracted the student's attention because they have never had a learning experience with this teaching aid during English language learning.

Based on the result, the percentage of each aspect in student activeness in cycle 2 can reach the indicator of success. The percentage of student's activeness reached 87,8%. The percentage can be categorized as high based on the range classification of student's mastery learning categories in table 3.1. In the student enthusiasm aspect, there was improvement from cycle 1 to cycle 2 in the amount of 21,7%. In the aspect of student answer the quiz, the improvement from cycle 1 to cycle 2 was 22,9%. In the aspect of student doing the teacher instruction, the improvement from cycle 1 to cycle 2 was 14,6%. In the aspect of student responses toward teacher, the improvement from cycle 1 to cycle 2 was 18,7%. based on the percentage of accumulated student's activeness, there was improvement that occurs from cycle 1 to cycle 2 was 19,6%. The following graph is an illustration of increasing student's activeness during the learning process in cycle 1 and cycle 2.

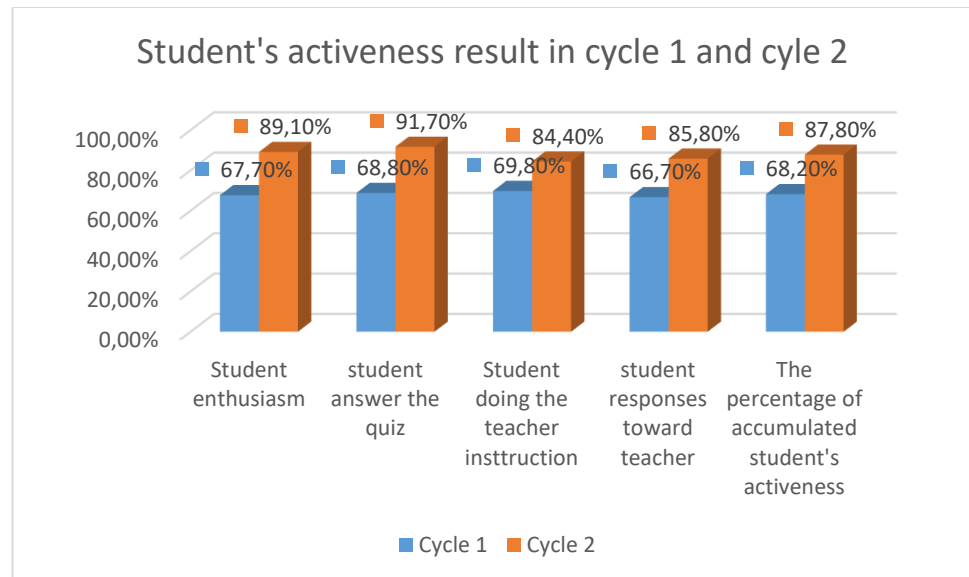


Figure 4. 4 The Result of Student's Activeness Result In Cycle 1 and Cycle 2

The factors that also affect the outcomes of learning activity that are student's activeness. In general condition, if the student active in the class they will get a good score in the test and vice versa but it does not guarantee that students who are not active in class will get a bad score in the test because the abilities and types of students in learning are different.

The activeness of students in the class was influenced by the teacher who managed the class based on the lesson plans that have been designed by adjusting the students' conditions.

CHAPTER V

CLOSING

A. Conclusions

Based on the discussion in this research, the researcher concluded that the hypothesis formulated by the researcher is declared accepted. The implementation of mistake buster can improve students' english grammar mastery at the eighth grade B of MTs Miftahul Ulum Madiun. The result shows that there is significant improvement both in the test and students' activeness. The In the pre-test, the student who scored above the KKM was got a percentage of 12,5%, meanwhile in the post-test cycle 1, the student who scored above the KKM was got a percentage of 50% meanwhile in the post-test cycle 2, the student who scored above the KKM was got a percentage of 83,3 %. The test result of cycle 2 has reached the predetermined indicator of 75%. In the result of observation, the percentage of students' activeness in cycle 1 was 67,2%, meanwhile in cycle 2 was 87,8%. The result students' activeness in cycle 2 also has reached the predetermined indicator of 70%.

B. Recommendations

The researcher proposed the recommendations for further researcher, student and English teacher.

1. Further researcher

The researcher recommends to further researcher who want to use this technique to be more attention in the classroom management. The good atmosphere in the class will affect the students' condition toward learning. Moreover, researchers as actors in research should know the characteristics of the class so that plans in the

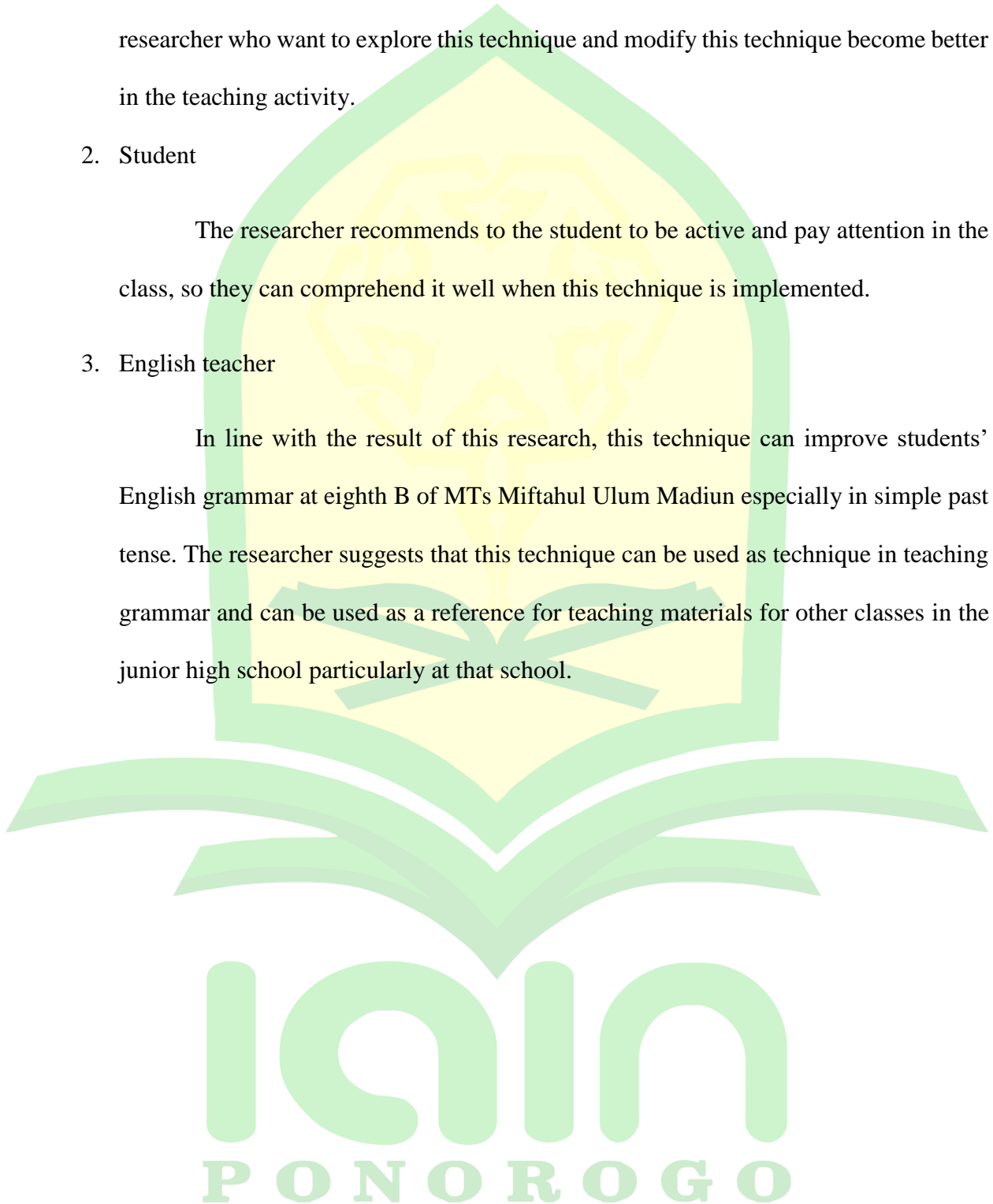
planning phase can be designed properly according to the characteristics of students in the class. The findings and result of this research can be references for further researcher who want to explore this technique and modify this technique become better in the teaching activity.

2. Student

The researcher recommends to the student to be active and pay attention in the class, so they can comprehend it well when this technique is implemented.

3. English teacher

In line with the result of this research, this technique can improve students' English grammar at eighth B of MTs Miftahul Ulum Madiun especially in simple past tense. The researcher suggests that this technique can be used as technique in teaching grammar and can be used as a reference for teaching materials for other classes in the junior high school particularly at that school.



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