

Using Mistake Buster Technique to Improve English Grammatical Mastery of Students of MA Ma'arif An-Nur Winongan

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Abstract

Grammatical aspect became an important aspect in learning process that have to be known by students. Based on this reality, the writer proposes to use "The Mistake Buster" technique to solve the problem. The researcher used Classroom Action Research (CAR) for this study. There are 27 students as the participant of this study, this study used 2 pieces of instruments, namely observations and grammar tests. The findings of this study showed that based on student data, it had known that there had been an increase of 92,5%. The value obtained by students had exceeded the minimum passion score (KKM) that had been determined. It had concluded that learning with the Mistake Buster Technique can improve the learning outcomes of the Recount Text theme in class X MA Ma'arif An-Nur Winongan. Mistake Buster Technique had suggested to use was strategy for teacher as an appropriate strategy in teaching student's grammar and for further researchers, the Mistake Buster Technique could be used for experimental research to improve English in improving language mastery, especially in the simple past tense.

Keywords: *Mistake Buster, Grammatical Mastery, Learning Technique,*

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INTRODUCTION

English has a significant presence in practically every aspect of people's life because it was a global language. Apply a stringent English curriculum in the field of education. The English curriculum was applicable to all levels and has varying degrees of complexity and difficulty that rise with level. The listening, speaking, reading, and writing skills as well as the two components were the core of the high school curriculum (vocabulary and grammar). The final learning element stated before still faces many challenges. In this instance, the researcher is concerned with the element (grammar).

The key to improving communication skills was grammar. Without grammar, it could be challenging to understand the fourth aspects. According to Ur (2009), grammar is the way that words are combined to form proper sentences. Students now needed to be aware of the importance of grammar in the learning process. They could not construct a sentence grammatically, either orally or in writing, without this element. Engaging every student in the learning process could be challenging, especially when teaching grammar to senior high school students. The pupils in the tenth grade should instruct two monolog works that are part of the senior high school curriculum. They were narrative text and recount text. The past tense must be used in the recount text. The simple past showed that a situation or activity started and finished at a specific point in the past.

There are 27 pupils in the tenth grade, including 12 boys and 15 girls. Students in grade 10 struggle to master grammar. Some student test results did not meet the KKM, as seen by the scores they received. Out of 27 students, the average score was 74.5, although 10 students' scores fall below the KKM mark. The average student received 60 out of 100 for the 10 pupils. This rating was still a long way from the KKM rating. KKM's rating is 70. Finding the verb when it was in the past tense could be challenging for some pupils. When retelling past events, students frequently employ the simple present tense. This was a sign of the difficulties students were having mastering grammar in class. According to research, 37% of students need more attention so that they can learn grammar in class more easily than their friends.

The author suggests using "The Mistake Buster" technique to address the issue in light of this reality. according to Hanifah and Yuli (2003), involves students

actively participating in examining their own grammatical mistakes as well as those that have been made or prepared by the teacher. According to Fusha (2014), the term "mistake buster" refers to a teaching method where students actively assess the grammatical mistakes their teachers make. This method made it simpler for teachers to assess how well pupils had understood the material they had given and encourages participation from the class throughout the teaching and learning process. Kjosmen (2015) contends that participation by the learner in the process improves learning. Additionally, it could help students feel more accomplished because they got the chance to recognize and fix potential faults on their own rather than having the teacher point them out. Here, the teacher crafts a task in which the students assume responsibility for error correction, with the teacher switching roles and making mistakes instead. Giving students the chance to identify and remedy their own mistakes allows them to become actively involved in the learning process and take control of their education (Huynh, 2003) The pupils should be engaged in this strategy so they can study well and correct tests.

Finally, the researcher made the choice to investigate the issues surrounding the employment of Mistake Buster to enhance the grammar of the students. Consequently, the study's title was "Using Mistake Buster Technique to Improve English Grammatical Mastery of The Students of Ma Ma'arif An-Nur Winongan".

METHODS

In this CAR, the researcher used the Kemmis and Mc. Taggart (1988). The classroom action research model developed by Kemmis and Mc. Taggart which consists of several cycles of actions in learning based on reflections on the results of actions in the previous cycle. Each cycle consists of four stages which include planed, acted, observed, and reflected. Each cycle was carried out with a discussion of different materials and carried out according to the desired changes. This study used a collaborative classroom action research (CAR) research design. It indicated that the researcher works in conjunction with MA Ma'arif An-Nur Winongan's English teacher. The researcher's function in carrying out the study was that of a researcher. In contrast, the genuine English teacher's job was to oversee teaching and learning activities as students acquire the language. In addition to serving as an observer, the real English teacher also worked with the researcher to develop a lesson plan, administer assessments, and evaluate data.

This study was conducted at MA Ma'arif An-Nur Winongan. The school was located at Jl. Raya Winongan Lor, Gading, Winongan, Pasuruan, East Java. This school had chosen as the field of the study. The author wanted to apply the mistake buster technique in order to identify the problems faced by students in learning English in the past tense. After identifying the problems, she suggested to apply suitable technique to improve students' ability in grammar in the past tense for better quality of the school as well qualified students. The writer selected the second year of class of 27 students in the 2021-2022 school years as the subjects of the study.

The class action research model and explanation for each stage are as follows:

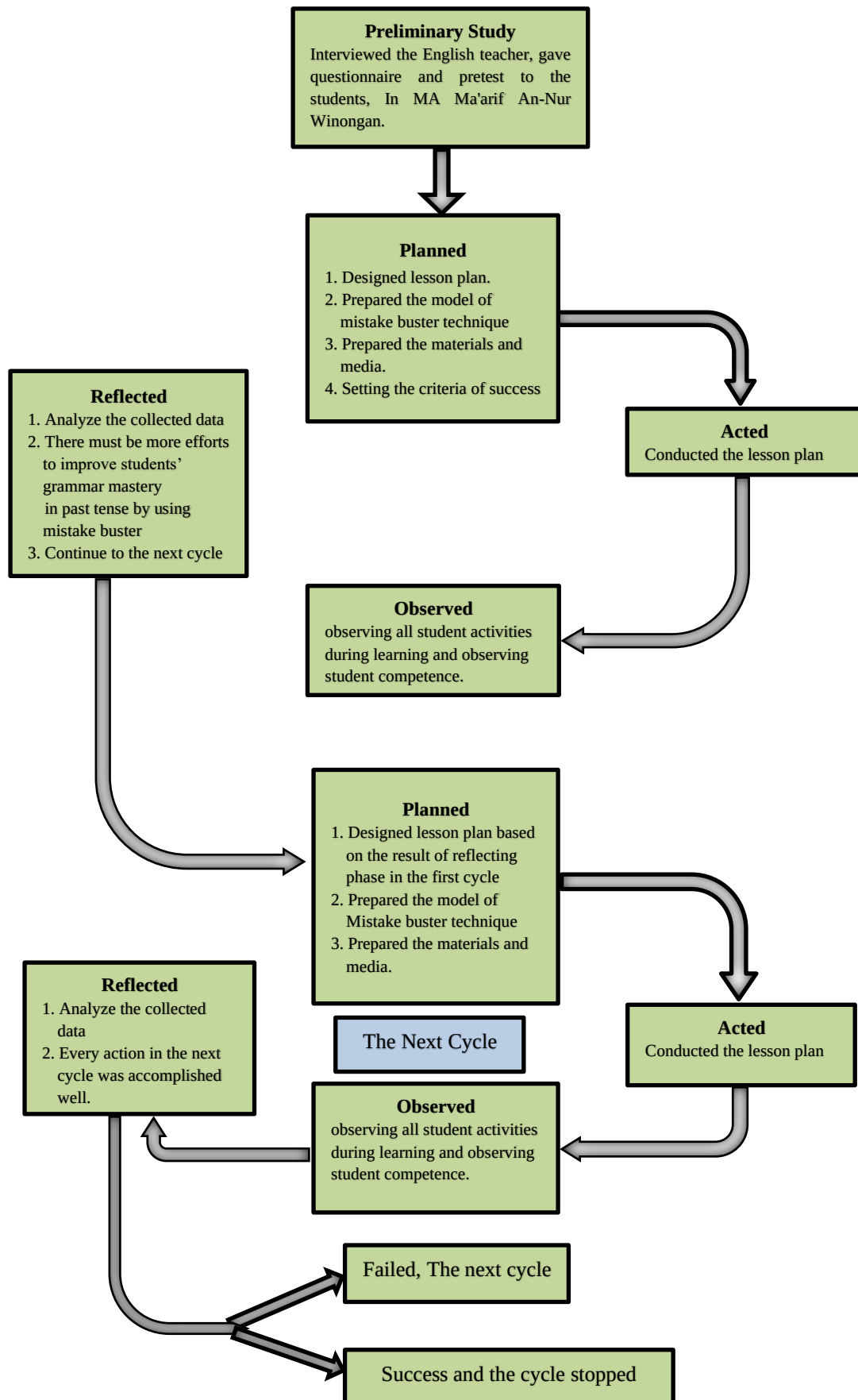


Figure 3.3 Kemmis and Mc's Taggart CAR model design (1988).

Preliminary study

The problems that found by the researcher on the teaching grammar process in the classroom where students have difficulties to comprehend the past tense material that given by teacher. It made students getting bored, they were not enthusiasm in classroom, and they were inactive study grammar. Therefore, they were less motivated on the learning and teaching process in English. Based on the pre test it indicated that the students grammar mastery and the activeness in the Grammar mastery in this school was low. Based on this condition, the researcher needed to implement this mistake buster technique to improve grammar mastery in past tense.

Planning

Based on the results of the preliminary research, the author and their collaborator planed various things at this phase. Designing a lesson plan, getting supplies and media ready, and figuring out success criteria were the next actions in this action planning. The preparation of materials and media came next. The author employed recount text as a source, drawing information from the outcomes of the teacher interviews conducted prior to the classroom action research. The media that used in the action are several stories in the past tense. The writer and the teacher discuss the success criteria for the activity in the final phase. The process and outcome of teaching-learning activities are prioritized as success criteria. If 75% of pupils met minimum passion score or Kriteria Ketuntasan Minimal (KKM), score of 70 or higher, the study had deemed successful. The study had deemed unsuccessful and in needed of improvement if the criteria were not met. the next step was to make improvements by re-preparing and adding materials and media. The media that used in the action were several stories in the past tense. then the authors improve the learning method in order to achieve student competence. In student learning activities, their activeness was further enhanced by providing the technique used was the mistake buster technique in learning so that students had interested in doing learning activities.

Acting

The material discussed was about recount text. learning had carried out for 2 hours of lessons. the media used were power point, lcd, student worksheets. the method used Problem based learning, the types of activities carried out by students

were group work, presentations. The first activity carried out was the provision of apperception by linking previous learning and experiences for the provision of further learning. Then proceed to convey the competencies that could be achieved after learning. The core activity begins with observing the video in which there was recount text. then questions and answers. The next activity was group creation. In accordance with the mistake buster technique, group making had done by combining students who had mastered the material with those who had not master the material. This was so that students who master the material could become tutors in their groups. After the group discussion is over, the results had presented to get responses.

Observing

In this phase, the author observes all activities that occur in the classroom during learning. During the students' group discussion, the researcher observed the students' activities to collect data. The author used an observation sheet for student activities in class and an English test instrument to determine the students' grammar scores. seen students in learning an increase in students as much as 92,5%. the value obtained by minimum passion score (KKM).

Reflecting

based on observations, the desired competence has been achieved. this had evidenced by the student's achievement of 92,5% which minimum passion score (KKM). therefore this cycle has been successful and this cycle stopped.

FINDINGS AND DISCUSSIONS

Planning

Meeting I

The lesson plan was in accordance with the competencies to be achieved. The material to be discussed was recount text. The learning technique used the mistake buster technique. The method used Problem based learning and assignment. The media used past stories contained in power point. Learning resources used student handbooks and surrounding media.

Meeting II

Based on the previous learning, the planning of learning in the meeting was further improved by taking into account the results of the reflection. The planning was to make a more thorough learning plan. Prepare learning in the form of resources and media that could assist in carrying out learning. The learning technique used the

mistake buster technique. The method used Problem based learning, group creation and assignment.

Meeting III

Based on the previous learning, the lesson planning in the third meeting had further improved. The planning was to make a more thorough and student-centered learning plan. take advantage of learning facilities in the form of sources and media objects around students that could assist in carrying out learning.

Doing

Meeting I

Learning begins with prayer and habituation. Then it was continued by providing perceptions about previous learning and relating it to their experience as a provision for further learning. Apperception had done by asking questions between the researcher (R) and the research subject (RS) as follows.

R : "what did you do last night?"

RS : "I watched television"

RS : " I studied lesson"

R : "what did you feel last night?"

RS : "I felt so cold"

R: "yes. because now the season changes, so the weather last night was very cold."

The core learning activity begins by watching a learning video containing recount text. Then, questions through discussion about the vocabulary that has been presented. Then the teacher presents the mistake buster technique and demonstrates how to use the mistake buster technique. by providing short sentences in the form of simple past which aims to be discussed together to justify the short sentence into a past tense sentence. The learning ends with an evaluation.

Meeting II

Based on previous learning. The learning in the second meeting was the consolidation of the previous learning. The learning step was to begin with exploring learning. The activity continued with group discussion consisting of 3 children for each group. In accordance with the mistake buster technique, group creation had done by combining students who had mastered the material with those who had not master the material. This was so that students who master the material could become

tutors in their groups. After that, each group discussed. In this activity students had given story questions using the simple present which must be changed to the simple past. After the group discussion, a presentation of the results of the discussion had held in front of the class. The activity had closed by discussing the results of the discussion.

Meeting III

in learning meeting III. It had known that the recount text learning had been completed. The learning step was to begin with exploring the previous learning, then a test had held to find out whether the student's score had reached the target. The activity had closed by ending the test and praying together.

Seeing

Meeting I

Based on the learning outcomes of the first meeting, it had known that several things were discussed, namely as follows.

- The implementation of learning that gave students the opportunity to be active has a strong accompanying impact after learning.
- Student learning outcomes had increased because the author used the mistake buster technique. In this action, students looked more focused and saw to do the mistake buster technique. Automatically generates good feedback from student responses.

Meeting II

Based on the results of observations in meeting II activities, data had carried out by taking into account the following points.

- The learning planning at the first meeting was good so it just needed more creative development.
- The implementation of learning at the second meeting had shown the completeness of learning.
- Learning outcomes in Recount text had increased.

Meeting III

After learning in meeting III. Based on student data, it had known that there has been an increase of 92,5%. The value obtained by students has exceeded the minimum passion score (KKM) that have been determined.

Reflection

Based on observations, the desired competence has been achieved. The author had satisfied that the effort to improve students' grammar skills with the mistake buster technique had been realized. The data showed that 92,5% of students got scores above the minimum passion score (KKM). So it had met the success criteria that 75% of students must get scores above the minimum passion score (KKM). Therefore, the authors decided to stop the research because it was successful. The Mistake buster technique was in accordance with the plan that had been discussed by the previous author.

Table Result of Preliminary Test

NO	SCORE	LEVEL OF COMPLETENESS	MANY STUDENS	PRESENTASE
1	90-100	Very High	4	14,8%
2	80-89	High	8	29,6%
3	70-79	Medium	5	18,5%
4	60-69	Low	8	29,6%
5	0-59	Very Low	2	7,4%
AMOUNT			27	100%

Table Result of Post test

NO	SCORE	LEVEL OF COMPLETENESS	MANY STUDENS	PRESENTASE
1	90-100	Very High	5	18,5%
2	80-89	High	9	33,3%
3	70-79	Medium	11	40,7%
4	60-69	Low	2	7,4%
5	0-59	Very Low	0	0
AMOUNT			27	100%

CONCLUSIONS AND SUGGESTIONS

Based on the previous description, the conclusion of the study entitled "Using Mistake Buster Technique to Improve English Grammatical Mastery of The Students

of MA Ma'arif An-Nur Winongan" was that the Mistake Buster Technique could improve learning outcomes of recount text themes. this could be seen from the learning outcomes which have increased by 92,5%. learning had carried out using the Mistake Buster Technique and the learning media used the past story contained in the power point. learning had done 3 times. The first lesson had done by classical demonstration of the use of the mistake buster technique in learning Recount Text. Based on this learning, the second action had carried out by implementing the Mistake Buster Technique directly to students and the researchers recorded the results of their observations. In the last activity, an assessment of the learning outcomes of the Recount Text theme had carried out and it had known that the students' scores had increased from the initial test. Based on this, it had concluded that learning with the Mistake Buster Technique could improve the learning outcomes of the Recount Text theme in class X MA Ma'arif An-Nur Winongan.

It had advised that teachers employ the mistake buster technique as a suitable method for teaching grammar to students. For further researchers, the Mistake Buster Technique could be used for experimental research to improve English in improving language mastery, especially in the simple past tense.

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