

**THE USE OF MISTAKE BUSTER TECHNIQUE TO IMPROVE  
STUDENTS' GRAMMAR MASTERY**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By:**

**UMMI KHAIRANI LUBIS**  
**NPM. 1502050214**



**UMSU**  
Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
2019**



**UMSU**  
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I  
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, 05 Oktober 2019, pada pukul 07.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

Nama Lengkap : Ummi Khairani Lubis  
NPM : 1502050214  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Use of Mistake Buster Technique to Improve Students' Grammar Mastery

Ditetapkan : (  ) Lulus Yudisium  
(  ) Lulus Bersyarat  
(  ) Memperbaiki Skripsi  
(  ) Tidak Lulus

Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd.)

PANITIA PELAKSANA

Ketua,   
Dr. H. Elfrianto Nasution, S.Pd., M.Pd. Sekretaris,   
Dra. Hj. Svamsuyurnita, M.Pd.

ANGGOTA PENGUJI:

1. Dr. Hj. Dewi Kesuma Nst, S.S, M.Hum
2. Dr. T. Winona Emelia, M.Hum
3. Khairil, S.Pd, M.Hum

1.

3.

1.   
2.   
3.



## LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Ummi Khairani Lubis  
N.P.M : 1502050214  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Use of Mistake Buster to Improve Students' Grammar Mastery

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:

Dosen Pembimbing

Khairil, S.Pd., M.Hum



Diketahui oleh:



Dr. H. Elsfrianto Nasution, S.Pd., M.Pd

Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum

**SURAT PERNYATAAN**



Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Ummi Khairani Lubis  
N.P.M : 1502050214  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Use of Mistake Buster Technique to Improve The Students Grammar Mastery

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong **Plagiat**.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019

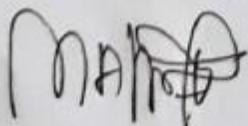
Hormat saya

Yang membuat pernyataan,



Ummi Khairani Lubis

Diketahui oleh  
Ketua Program Studi  
Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3Telp. (061) 6619056 Medan 20238

Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

## BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Nama Lengkap : Ummi Khairani Lubis  
N.P.M : 1502050214  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Use of Mistake Buster to Improve Students' Grammar Mastery

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
20/9/2019	Chapter I Abstract Table of Content Appendix	all all all all	
27/9/2019	Chapter I Abstract Chapter II	all all all	
27/9/2019	Chapter II Chapter III Finish Jacc	all all all	

Diketahui oleh :

Diketahui oleh :  
Ketua Program Studi

Medan, September 2019

Dosen Pembimbing

Mandira Saragih, S.Pd., M.Hum.

Khairil, S.Pd., M.Hum



## LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Ummi Khairani Lubis  
N.P.M : 1502050214  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Use of Mistake Buster to Improve Students' Grammar Mastery

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:

Dosen Pembimbing

Khairil, S.Pd., M.Hum



Diketahui oleh:



Dr. H. Elsfrianto Nasution, S.Pd., M.Pd

Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum

## ABSTRACT

**Lubis, Ummi Khairani, 1502050214. “The Use of Mistake Buster Technique to Improve Students’ Grammar Mastery”. Skripsi: English Education Program of Faculty of Teachers Training and Education. University of Muhammadiyah Sumatra Utara. Medan. 2019.**

Mistake buster technique considered efficient to improve students' activeness in teaching learning process and improve students' understanding about grammar in simple past tense. This research was aimed to find out whether Mistake Buster Technique can help students solve their difficulties in learning simple past tense or not. The topic was discussed through the experimental research at the eighth grade of SMP Swasta Satria Dharma Perbaungan in the academic year of 2019/2020. VIII-A and VIII-B were used as the data sources to find out the effectiveness of Mistake Buster Technique to teach simple past tense. The data was gathered through documentation and test. The researcher used simple random sampling. VIII-A was chosen as an experimental class and VIII-B as a control class. The experimental class was taught by using Mistake Buster Technique and control class taught by using conventional method. The test instrument were 10 multiple choice questions of simple past tense. T-test formula was used to analyze the data. The result was obtained through comparing the posttest's average score between experimental class and control class. The average score of experimental class was 71.14 and the average score of control class was 62.43. Meanwhile the pre-test's average score of the experimental class was 32.86 and the average score of control was 33.71. In addition, it is proven that the independent t test result for posttest that the  $t_{count}$  is higher than  $t_{table}$  ( $4.445 > 2.000$ ). It means there is significant difference in the achievement between experimental class who were taught by using Mistake Buster Technique and control class who were taught without Mistake Buster Technique.

**Key Words:** *Experimental Study, Mistake Buster Technique, Simple Past Tense*

## **ACKNOWLEDGMENTS**



Assalamu'alaikum Warahmatullahi Wabarakatuh

First of all, In the name of Allah, the most gracious, the most merciful, the God who created human beings, the researcher would like to thank to Allah most almighty who had given the healthy and the chance for her in finishing the research. Secondly, peace is always on our leader, the noblest human being, Prophet Muhammad SAW, who had brought human beings from the darkness to the brightness.

In finishing this research, the researcher found a lot difficulties, so without the support, motivation and helping from people that mention below, it was impossible for her to finish this research.

The researcher realizes that this research was still far from being perfect in spite of the fact that she has done the best in completing this study. Therefore, any constructive advice, criticism, comments and special suggestions are welcomed to further improvement of this research. May Allah the most almighty always bless all of us to be successed. Therefore, the researcher would like to thank:

1. Dr. Agussani, M.AP as the Rector of University of Muhammadiyah Sumatera Utara.

2. Dr. Elfrianto Nasution, S.Pd, M.Pd as the Dean of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara who has given recommendation her to carry out this research.
3. Mandra Saragih, S.Pd, M.Hum and Pirman Ginting, S.Pd, M.Hum, as Head and Secretary of English Education Program of Faculty of Teacher Training and Education for their administrative service, so she could finish this research.
4. Khairil, S.Pd., M.Hum as her supervisor who has given his suggestions, ideas, advices, supports, comments, motivations and guidance in finishing this research.
5. Dr. T. Winona Emelia, M.Hum as reviewer, thanks for her suggestion, comment, and correction.
6. Dr. Hj. Dewi Kesuma Nst, M.Hum as reviewer, thanks for her suggestion, comment, and correction.
7. All the lecturers of Faculty of Teacher Training and Education, who had given their valuable taught English to her during the academic years at University of Muhammadiyah Sumatera Utara.
8. Abdul Kholik Lubis, S.Pd as The Head of SMP SWASTA SATRIA DHARMA PERBAUNGAN to gave permission to do research in his school.
9. All of students at the Second Grade Students of SMP Swasta Satria Dharma Perbaungan who has accepted her goodly to conduct a research on their class especially VIII-A and VIII-B.

10. The researcher's beloved parents, Abdul Kholik Lubis and Suheni., who always pray, encourage, educate and provide countless material supports, so that, she could finish her thesis writing and her study in University of Muhammadiyah Sumatera Utara.
11. Alyusi, Desi Tri Annisa, Dina Anria, Selli Wahyuni who always accompany her, gave her supports, spirits, advice, ideas, and motivations.
12. All the classmate in VIII-A Afternoon English class. All her friends and all people who had support and help her so the researcher can resolves this study. Thank you so much for all.

Wassalamu'alaikum Warrahmatullahi Wabarakatuh.

Medan, 23<sup>rd</sup> September 2019

The researcher,

**Ummi Khairani Lubis**  
**NPM. 1502050214**

## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGMENT .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS .....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>vii</b>
<b>LIST OF APPENDICES .....</b>	<b>viii</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of the Study .....	1
B. The Identification of the Problem .....	4
C. The Scope and Limitation .....	4
D. The Formulation of the Problem.....	4
E. The Objective of the Study .....	5
F. The Significance of the Study .....	5
<b>CHAPTER II REVIEW OF LITERATURE .....</b>	<b>7</b>
A. Theoretical Framework .....	7
1. Grammar .....	7
2. Grammar in Language Teaching .....	10
3. Definition of Simple Past Tense .....	11
4. Definition of Mistake Buster Technique .....	16

5. The Steps of Mistake Buster Technique .....	19
B. Relevant of The Study .....	21
C. Conceptual Framework .....	21
D. Hypothesis .....	23
<b>CHAPTER III METHOD OF THE RESEARCH .....</b>	<b>24</b>
A. Location .....	24
B. Population and Sample .....	25
C. Research Design .....	26
D. Instrument of Research .....	26
E. Technique of Collecting the Data .....	28
F. Technique of Analyzing the Data .....	28
<b>CHAPTER IV RESEARCH FINDING AND ANALYSIS .....</b>	<b>37</b>
A. Description of The Research .....	37
B. Data Analysis and Hypothesis Test .....	38
C. Discussion of The Research Finding .....	51
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>53</b>
A. Conclusion .....	53
B. Suggestion .....	54
<b>REFERENCES</b>	

## LIST OF TABLES

<b>Table 2.1</b>	Regular Verb .....	13
<b>Table 2.2</b>	Irregular Verb .....	13
<b>Table 2.3</b>	Interrogative Sentence .....	14
<b>Table 3.1</b>	Population .....	25
<b>Table 3.2</b>	Sample .....	25
<b>Table 3.3</b>	Design of The Research .....	26
<b>Table 3.4</b>	Criteria of Reliability .....	30
<b>Table 3.5</b>	Criteria of Difficulty Test .....	31
<b>Table 3.6</b>	Criteria of Discriminating Index .....	32
<b>Table 4.1</b>	Total validity of instrument .....	39
<b>Table 4.2</b>	Score of tryout test number 1 .....	39
<b>Table 4.3</b>	Score of pre-test .....	45
<b>Table 4.4</b>	Score of posttest .....	47
<b>Table 4.5</b>	Pre-test posttest average score .....	51

## **LIST OF APPENDICES**

Appendix 1	Lesson Plan for Experimental Class
Appendix 2	Lesson Plan for Control Class
Appendix 3	Instrument of Pre-test
Appendix 4	Instrument of Post-test
Appendix 5	Answer Key of Instrument
Appendix 6	The Student's Answer Sheet Experimental Class
Appendix 7	The Student's Answer Sheet Control Class
Appendix 8	Form K-1
Appendix 9	Form K-2
Appendix 10	Form K-3
Appendix 11	Lembar Pengesahan Hasil Seminar
Appendix 12	Surat Pernyataan Tidak Plagiat
Appendix 13	Surat Izin Riset
Appendix 14	Surat Balasan Riset
Appendix 15	Berita Acara Bimbingan Proposal
Appendix 16	Berita Acara Bimbingan Skripsi

Appendix 17	Lembar Pengesahan Skripsi
Appendix 18	Attendance List of Experimental Group
Appendix 19	Attendance List of Control Group
Appendix 20	Research Documentation
Appendix 21	Curriculum Vitae

## **CHAPTER I**

### **INTRODUCTION**

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

In Indonesia, English becomes a subject that must be learned by students. This is a little bit difficult for students especially for junior high school to be proficient four skills in English. Those skills are listening, speaking, reading and writing. The students do not just focus on these skills, but they also learn some components in English like vocabulary, pronunciation, spelling, and grammar. Grammar is an important part in learning English. It will support the learner in learning the way language is used.

Grammar is one the language components that needs to get more attention in teaching and learning to improve students' ability particularly in tenses. Incorrect grammatical sentences and using wrong tenses in communication can trigger miscommunication each other. Therefore, the students need to learn and master grammar or structure in order to understand how to make a good sentence. However, the students often get confused and do not know how to use the correct grammar of English. By learning grammar/structure, the students can construct sentence in good structure and meaning both in written and oral, as the curriculum KTSP (2006:11) One parts of grammar that should be learnt by the students is tense. Tense is a form of verb in English.

One kind of tenses taught to the students of junior high school is simple past tense. Simple past tense is one of the tenses that used to express past/last activities.. Thus, it is important for the students to master simple past tense, because simple past tense is an aspect that is taught to the eighth grade students in learning recount and narrative text. In other hand, they should use simple past tense when they express the activities or situations that happened in the past. In short, it is extremely important for the students to start learning simple past tense as easy as possible because it is one of the important parts in English.

As the researcher is a substitute English teacher in SMP Swasta Satria Dharma Perbaungan has found a problem that most of students especially the eighth grade students at SMP Satria Dharma Perbaungan had difficulties in learning simple past tense. They used improper auxiliary verb—was and were—and regular/irregular verb in simple past tense. For example, they write ‘I am tired yesterday’ and ‘I watch TV last night’. Actually they should write ‘I was tired yesterday’ and ‘I watched TV last night’.

Based on the problem that was faced by the students in learning English especially learning simple past tense which is explained above, the researcher proposed Mistake Buster Technique which is used in teaching simple past tense for the students, especially the eighth grade students. Mistake Buster is one of the appropriate techniques in teaching grammar, especially in teaching simple past tense. By using this technique, it will help the students to remember the form of simple past tense, they can be active to check the dictionary if they want to know

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

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

In applying Mistake Buster Technique, first the researcher as a teacher distributed short sentence "I go to bed at 10:00 last night" and long sentences "Rio does not finish his homework last night, so he gets a punishment from our teacher this morning" to the students. After distributing the sentences, the teacher asked the students to find out and to correct the wrong verbs in the sentences. Second the teacher distributed recount or narrative text to the students. Then, the students were asked to find out and to correct the wrong verbs in the texts. Last the teacher asked the students to construct some affirmative sentences in simple past tense.

Finally, the researcher decided to carry out of the problems about the use of Mistake Buster to improve the students' grammar. So, the title of research was "*The Use of Mistake Buster Technique to Improve Students Grammar Mastery*".

### **B. Identification of The Problems**

Based on the background of the study, the writer identifies the problem is the students were not interested in learning grammar.

### **C. Scope and Limitation**

The scope of this research focused on using Mistake buster technique to improve students' grammar mastery in past tense at the eight grade students of SMP Swasta Satria Dharma Perbaungan. The researcher only focused on the form of simple past tense in recount text.

### **D. Formulation of The Problem**

The formulation of problem "Is using Mistake Buster Technique effective to improve the students' grammar mastery in past tense of eight grade students' of SMP Swasta Satria Dharma Perbaungan?"

## **E. Objectives of The Study**

The objective of this research is “To find out the significant improvement of the students’ grammar mastery in past tense using Mistake buster technique at eight grade students of SMP Swasta Satria Dharma Perbaungan”.

## **F. Significance of The Study**

### **1. Theoretically**

Theoretically, the result of the study can be used an information and reference material, acquiring knowledge and understanding about the study of grammar. The study could be used as a reference in learning activities and the study could be useful for field education.

### **2. Practically**

#### **a. Students'**

For students, this study is to give information about the use of mistake buster as a technique in learning past tense. It is hoped that they will be motivated to learn grammar especially in past tense. Moreover, it can develop the students' understanding about past tense.

#### **b. Teacher**

For teacher, this study will help teacher in determining the methods and techniques of teaching as the way to create new atmosphere and new habit which can improve student's motivation and confidence in learning

English. And hopefully, mistake buster technique can be applied in teaching learning past tense and other grammar of language in junior high school.

c. Readers

The result of this study can be used as reference. It is hoped can give more information and contributes the knowledge.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Grammar**

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

One parts of grammar that should be learnt by the students is tense. Tense is a form of verb in English. According to Budiman and Magheti (1997:9) “Tense adalah bentuk perubahan kata kerja dalam tata bahasa yang menunjukkan suatu kejadian atau perubahan yang sesuai dengan waktu kejadian”. In addition, Mas’ud (2005:18) states that “Tense adalah bentuk dari sebuah kata kerja yang menunjukkan waktu terjadinya peristiwa/perbuatan dan tingkat kesempurnaan suatu perbuatan pada waktu dilakukan atau peristiwa yang terjadi (akan dilakukan, sedang terjadi, baru saja dimulai, atau telah selesai)”.

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

One kind of tenses taught to the students of junior high school is simple past tense. Simple past tense is one of the tenses that used to express past/last activities. Azar (1992:18) stated that “The simple past tense is used to talk about activities or situations that began and ended in the past”. Thus, it is important for the students to master simple past tense, because simple past tense is an aspect that is taught to the eighth grade students in learning recount and narrative text. In other hand, they should use simple past tense when they express the activities or situations that happened in the past. In short, it is extremely important for the students to start learning simple past tense as easy as possible because it is one of the important parts in English.

There is a common reason why learning English is difficult for most of Junior High School students in Indonesia. English is basically different from their first and second language. For instance in learning simple past tense they do not know the tense of the verb, such as study – studied, help – helped, go – went. This aspect does not occur in Indonesian. That is why some of them often make some mistakes in expressing oral and written English while it has been taught in some primary schools. The previous examples are the different between Indonesian and English verbs which make some students unable to choose the verbs correctly.

Grammar is basic knowledge for students to learn English. It has several topics in learning grammar there are noun, adjective, tenses, pronoun, adverb, and so on. Tenses have an important role in grammar. According to Rahman & Ali (2015:131), tense is related to time, and time refers to ‘when’ an action takes place. Furthermore, M.A. (2013: 32) stated that tense is used to express the location of an event or state in time, which can be divided into the future, present and past. All the tenses above have different functions in grammar. It shows that the form of the verb in the sentence depends on the use of the time event. It has the different rule in using time event. If the students want to tell about some event at this time, they can use present tense. Then if the students want to tell about some events in the past, they can use the past tense, and if the students want to tell about something in the future they can use the future tense. Besides that, when the speaker wants to speak something they must pay attention to the grammatical rule that have correlation with the moment speaking. It helps the hearer to understand well the conversation and the conversation will run well.

Huynh (2003) suggested that “The teacher can get students actively engaged in the learning process and take charge of their learning by giving them these opportunities to find and to correct mistakes themselves”. By using this technique in teaching, a teacher helps students learn better by creating good opportunities for them to reflect on what they have learned and take a look at it from a different angle. The students take over the role of correcting mistakes, which is normally done by the teacher, while the teacher herself/himself

deliberately become the "mistake maker". That was the reason why Mistake Buster Technique was chosen by the researcher as a great way to solve the students' problem in learning simple past tense. The researcher considered that when the students practice by finding out and correcting the wrong verbs, it will be easier for them to memorize the irregular and regular verbs and it can help them to solve their problem in learning simple past tense.

## **2. Grammar in Language Teaching**

Language has three major parts: pronunciation (that is sound or pronunciation), vocabulary (that is word), and grammar. In learning certain language, grammar is part of language components that must be learned by the students. By studying grammar of the target language, without neglecting to other components, the learners will understand the language either oral or written. Grammar is a central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Many people including language teacher, hear the word "grammar" and think of a fixed set of word forms and rules of usage.

Traditional approach to teaching grammar and the design of course books reflected a view of language that saw the sentence and sentence grammar as forming the building blocks of language, the goal of language teaching was to enable learners to understand how sentences are used to create different kinds of meaning, to help them to master the underlying rules for forming sentences from

lower-level grammatical, such as phrases and clauses, and to provide practice in using them as a basis for written and spoken communication. It is essential to avoid misunderstanding when they use the language to communicate.

From the explanation above, grammar is the main component of the language that must be learned and understood because it's very important to communicate with other people oral or written.

### **3. Past Tense**

#### **a. Definition of the Simple Past Tense**

Tenses is one of the most confusing (and confused) terms in English grammar. Part of the confusion is that tense refers, often quire inconsistently, either to verb form or to verb meaning. English verb are inflected for only two tenses: present and past. But, in this research only focus on one tense, it is past tense. Past tense is seen as a time before the moment of speaking or writing, or as time around a point before the moment of speaking. Past tense most commonly refers to past time via some past point of reference, especially in fictional narrative and description, where the use of past tense to describe imaginary past happenings is a well-established convention.

There are some definitions about simple past tense from several experts that we can use. Thomson and Martined (1986: 161) explains that simple past tense is used for an action whose time is not given but which to occupied a period time of time now terminated. He also added that simple past tense used for action

completed in the past at a definite time. In a simple form, it has structural pattern: **S + V<sub>2</sub> + O.** meanwhile, Azar (1989: 24) stated that simple past tense is a sentence form which indicates that an activity or situation began and ended at a particular time in the past.

Additionally, there are functions of the past tense which related more to present time, but, with an added indication of stance. With verb like *think*, *wonder*, and *want*, past tense can indicate a present time state of mind with a tentativeness that shows the speaker is being especially polite. According to Thomson and Martinet (1986: 162) in their book entitled "A Practical English Grammar" the functions of simple past tense are: for a past action when the time is given, past action when the time is asked about, etc. many functions of simple past tense, but the most common is expressing the action that occurs and ended in the past time.

### **b. Kinds, Pattern, and Example of the Simple Past Tense**

Simple past tense is a common tense in English. There are two kinds of form of past tense. Firstly, past form by adding *-ed* in a verb, it's called verbal sentence. We can adding *-ed* if we use a regular verb. And if we use an irregular verb, we can change the form of verb. Secondly, past tense using *be* (was/were), it's called nominal sentence. The following is lists of regular and irregular verb:

**Table 2.1** Regular verbs

<b>Present Tense</b>	<b>Past Tense</b>
Study	Studied
Play	Played
Walk	Walked
Invite	Invited

**Table 2.2** Irregular Verbs

<b>Present Tense</b>	<b>Past Tense</b>
Run	Ran
Send	Sent
Take	Took
See	Saw

## 1) The Simple Past Tense in Verbal Sentence

### (1) Positive sentence

The pattern of positive sentence in verbal:

**S + Verb<sub>2</sub> + Object**

Example: I walked to school yesterday

I bought a car three days ago

He lived in Paris for ten years

### (2) Negative sentence

In the negative sentence, we should add *didn't* before a verb. After we add *didn't*, the second verb should be change in the form:

V<sub>1</sub>**S + Didn't + V<sub>1</sub> + O**

Example: I didn't walk to school yesterday

I didn't buy a car three days ago

He didn't live in Paris for ten years

### (3) Interrogative sentence

To make an interrogative sentence, we should put the auxiliary *did* on the first sentence, and the second verb, should be change into V<sub>1</sub>.

**Table 2.3** Interrogative Sentence

Question	Answer
Did + Subject + V <sub>1</sub> + O	Short answer + (long answer)
a) Did you walk to school yesterday?	a) Yes, I did. (I walked to school yesterday) No, I didn't. (I didn't walk to school yesterday)
b) Did you buy a car three days ago?	b) Yes, I did. (I bought a car three days ago) No, I didn't. (I didn't buy a car three days ago)
c) Did Aldi live in Paris for ten years?	c) Yes, he did. (he lived in Paris for ten years) No, he didn't. (he didn't live in Paris for ten years)

## 2) The Simple Past Tense in Nominal Sentence

Nominal sentence in past tense uses *be* (was/were). Where *was* is used to subject I, he, she, it. And *were* is used to subject you, we, they.

## 1) Positive Sentence

In positive sentence, be (was/were) followed by adjective, adverb, or noun.

### (a) Adjective

- a. Cindy was very angry with her friend yesterday
- b. I was very worried with my mother last week
- c. They were very happy on their holiday last month

### (b) Adverb: Place and Time

- a. I was in Yogyakarta last week
- b. This book was on this table two days ago
- c. They were just at home. They didn't go anywhere

### (c) Noun

- a. Silvia was a good singer in the last year
- b. Mr. Boy was a chairman of the training
- c. They were teacher in my school last month

## 2) Negative Sentence

The negative sentence in nominal form same as with the positive sentence, but we should add *not* after the auxiliary verb (was/were).

Examples:

- (a) They weren't happy in their holiday last week
- (b) They weren't at home last night
- (c) She wasn't a good dancer

### **3) Interrogative Sentence**

To make an interrogative, auxiliary was/were are in the first sentence, and the second verb change into V<sub>1</sub>.

Examples:

- a. Were you very busy yesterday?
- b. Were you at home last night?
- c. Was Carlos a teacher last week?

### **4. Mistake Buster Technique**

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

According to Huynh ( 2003 ), Mistake Buster Technique is a technique where the students take part in correcting the error of writing that prepared by the teacher. This technique in principle give the chance to the students to correct the mistakes, while teacher deliberately become the "mistake maker" and students become the "mistake corrector".

Huynh ( 2003 ) States that this activity is a simple technique, the students to correct the errors of writing themselves makes this activity effective in getting students' attention and participation. First, the teacher needs to select a mistake category that is pertinent to the focus of the lesson being taught, for example the mistakes of grammar or vocabulary, the wrong verbs to be found and corrected by the students can be prepare in the form of a verb list, in short sentences, in long sentences or in a form of text. Second, The teacher also can

prepared another mistakes categories, such as the mistakes of mechanic of the text, like punctuation or spelling of the words, or can be a set of disordered paragraph. Third, teacher asks the students to arrange it in an appropriate sequence of event. Last one, After corrected the mistakes that they found, students asked to rewrite the correct one on a piece of paper. Students can correct it in group or individually.

According to Huynh (2003), this technique can bring forth several benefits. For instance, by switching the role of the "mistake corrector" he often observes that students get excited. The level of excitement is even increased when the class is divided into two teams or more to compete with each other in finding and correcting the mistakes. Another benefit is that the students have the opportunity to identify the possible mistakes themselves instead of teacher telling them what the mistakes are, thus giving them a sense of accomplishment. By correcting and rewrite the correct one, students will be impressed that mistakes, and later they will not make the same mistakes in their writing.

This technique can also help the teacher to check the students' understanding of a grammar point or comprehension of a reading task, that is by check their work after corrected the errors provided in a text.

**b. The Advantages of Mistake Buster Technique**

Mistake buster technique has many advantages for students and teachers in teaching and learning process. Those advantages are: (a) students are interested and excited in learning process. The level of excitement is even increased when the class is divided into some teams to compete with each other in finding and correcting the mistakes, (b) the students have the opportunity to identify the possible mistakes themselves instead from the teacher. So, it makes the students satisfied when they can find the mistake, (c) this technique can help the teacher to check the students understanding toward grammatical rule. Besides that, mistake buster technique also helps students to improve their production skill such as writing and pronunciation. This technique is not frightening for students. So, this teaching learning process will enjoy and fun.

**c. The Disadvantages of Mistake Buster Technique**

Beside has advantages, mistake buster technique also has disadvantages. Those disadvantages are: (a) before teaching, the teacher should prepared some wrong sentences, (b) teacher should read the sentences more than once, (c) the class will be crowded because all of the students active in the activities, (d) the students only correct the wrong verb.

## 5. The Steps of Mistake Buster Technique

This technique shows how the mistake buster is employed to check students' ability to identify the mistake sentence and correct with grammatical correctly in a form of recount text. In this case simple past tense is used by the teacher as a basic to make recount text.

Hyunh mention some steps of mistake buster technique in teaching simple past tense. Those steps are:

### a) Warming Up (Using Verb List)

Warming up is the first step in the mistake buster technique. This step using verb list. There are some procedures of warming up; the first, teacher divides class into two groups and tells students that they will compete. Second, teacher makes two column in the whiteboard, then asks students in the first group to write the verb in present tense and the second group change the verb into past tense form. This activity aims to improve mastery of students' vocabulary.

### b) The Activity By Using Short and Long Sentences

Different with the activity in warming up, in this activity, the students change the wrong sentence become correct sentence. This activity also do in group. The steps are; firstly, teacher asks students to listen the short sentences and then long sentences. Then, the students find the mistake verb, after that the students correct the verb in the simple past tense. Secondly,

teacher start to read the sentences. Teacher repeat the sentences if the students didn't understand yet. The last, if students will give the answer, they should raise their hands up, then the teacher give permission. For each correct answer the teacher gives scores in each group.

**c) The Activity By Using Text (Recount Text)**

Same with before activities, in this activity the students compete with the other group. But here, the students listen the sentences in the text. In this case, the teacher using recount text. Before start the activity, the teacher tells to students to listen a recount text that contain some wrong verbs. After that, teacher start to read the text slowly and repeat if it necessary. Then, students raise their hands up if they will give the answer. Teacher asks students to say louder the wrong verb and give the correct answer. The last, because gives scores to each group that have been answered correctly.

**d) Wrapping Up**

The last stages is wrapping up. Here, teacher praise the students efforts and teacher gives review the important point and gives more explanation about the material.

## **B. Relevant Of The Study**

First previous research is done by Arifiana (2015). She uses Peer Review technique to improve the recount text writing skill. This is a Classroom Action Research (CAR). The purpose of the research is to improve the students writing skill. It involved three cycles in the research of class. This research used observation, questionnaire, documentation and a writing test to collect the data. There were three cycles used in the research. The average score from pre-cycle is 63.00 to cycle I the score is 74.29 and the score in cycle II is 79.50. In addition, all of the performance indicators had been successfully answered.

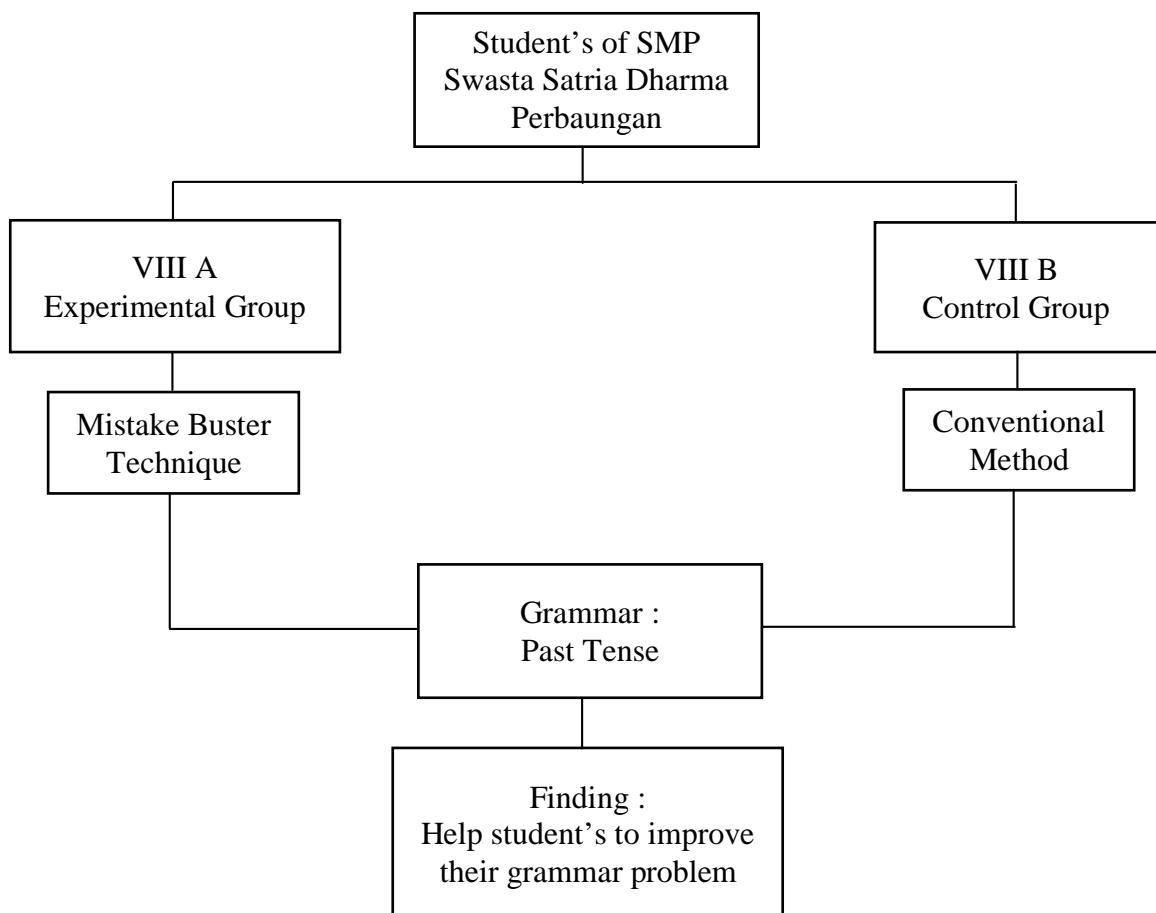
Second previous study is done by Fitriani (2014). She uses Cubing technique to improve the narrative text writing skill. This is a Classroom Action Research (CAR). The purpose of the research ist to improve the students writing skill. She uses observation, questionnaire, and written test as the technique of collecting data. The average score from pre-cycle is 61.92 to cycle I the score is 69.53 and the score in cycle II is 79.28. Based on the result, the use Cubing technique is able to improve narrative text writing skill.

## **C. Conceptual Framework**

In this section, the conceptual framework could be explained in detail. Many students have limited vocabulary mastery. Besides, the teacher usually teaches by using general technique. Those many be caused their motivation low. This technique is based on a desire to help language learners to learn better by

creating a variety of opportunity for them to be able to reflect on everything that has been learned and can look back on a different side. This technique can make the students active in evaluating their own grammatical errors that are made by the teacher.

By using this technique the teaching learning process will be more interesting and motivate students to write recount text. The students will not get bored and they will be more active. This technique wishfully can make it easy for the students to get ideas to make arguments in their recount text.



#### **D. Hypothesis**

Hypothesis is temporary answer of research question, where the research question has been stated in the part of this research. Hypothesis is a formal question that will be resolve. It is kind of predictive statement.

In conducting the research, the researcher proposed the working hypothesis; there are possible hypothesis in this research: (Ha) using mistake buster technique is effective to teach simple past tense in junior high school.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location**

The research was conducted at SMP Swasta Satria Dharma in Jalan Akasia, Jambur Pulau, Kecamatan Perbaungan, Kabupaten Serdang Bedagai. The location was chosen because the researcher found the problems of the students in learning grammar in that school, especially in second grade of Junior High School.

#### **B. Population And Sample**

##### **1. Population**

Based on Sugiyono (2015:117), population is generalization area that consists of object or subject that has certain quality and characteristic from the researcher to learn and then make conclusion. So, based on this theory, the population of this research was taken from eight grade of SMP Swasta Satria Dharma Perbaungan academic year 2019/2020, which consists of three classes. There are VIII-A, VIII-B, and VIII-C. Class VIII-A consists of 35 students, class VIII-B consists of 35 students, and class VIII-C consists of 30 students. The distribution of the students and classes was presented in the table 3.1 below:

**Table 3.1**

Population

No	CLASS	TOTAL
1.	VIIIA	35
2.	VIII B	35
3.	VIII C	30
Population		100

## 2. Sample

After deciding the population, the next step was taking the sample. Based on Sugiyono (2015:118) states that sample is part of total characteristic that the population have. So, purposive sampling technique was be applied in class VIIIA and VIII-B was taken as the sample of this research. The total of the sample is 70 students that consists of 35 students in class VIII-A and 35 students in class VIII-B. The table of sample can be seen below in table 3.2 :

**Table 3.2**

Sample

No	CLASS	TOTAL
1.	VIIIA	35
2.	VIII B	35
Sample		70

### C. Research Design

In conducting this research, the researcher applied quasi-experimental research design. It is used to compare the students' achievement in grammar after they have taught by using Mistake Buster technique and second is by using conventional teaching technique. The experimental group consisted of 35 students was taught by using Mistake Buster technique and the control group consisted of 35 students was taught by conventional teaching technique. Then following design would be implemented in the research:

**Table 3.3**  
Design of the Research

Class	Group	Pre-Test	Treatment	Post-Test
VIII A	Experimental	ü	Mistake Buster Method	ü
VIII B	Control	ü	Coventional Method	ü

X<sub>1</sub> : The experimental group, are the sample is taught by Mistake Buster technique

X<sub>2</sub> : The control group, are the sample is taught by Conventional eaching technique

### D. Instrument of Research

In collecting data of research the test is used, there was a multiple choice which consist of 10 items will be used as instrument for collecting data. Each correct answer will score 10, and the incorrect answer will scored 0 or will not be

given score. So, the total of the right answer will 100. The materials of the test was taken from questions bank and then the students fill the answer by choose the right answer.

The test will be administrated for the following reasons :

### **1. Pre-test**

Before the teacher taught new material by using mistake buster technique, the teacher gave a test for students. It was used to know the differences between the experimental group and the control group. It was also used to measure students' achievement of simple past tense before getting treatment. Pre-test was given to experimental class and control class in the same way. Pre-test consist of 10 multiple choice questions of simple past tense.

### **2. Treatment**

Treatment was given to the students after the pre-test administrated. The experimental group was taught by using mistake buster technique while the control group was taught by using conventional teaching method.

### **3. Post-test**

The post test was given after the teacher gave treatment. It was used to know was there any differences between the experimental group and control group, after the experimental got treatment. It was also used to measure the students' understanding and comprehending of simple past tense after getting treatment or without mistake buster technique in the control group. Posttest consist of 10 multiple choices questions of simple past tense. The administrating

of the post-test is meant to find out the difference of scores of both experimental and control group before and after giving the treatment.

### **E. Techniques for Collecting Data**

To collect the data, this research used pre-test and post-test that was given to the experimental group and control group.

1. Giving pre-test
2. Scoring the students' answer
3. Applying the treatment, where mistake buster technique was given to experimental group, while conventional technique was given to control group.
4. Giving post-test.

### **F. Technique of Data Analysis**

There were three kinds of test that held in experimental research, they were instrument test, pre-request test, and hypothesis test. So there could be three process of analyzing the data collected from test.

#### **1. Try Out Instrument Test**

The researcher prepared 25 multiple choice questions. This test was given to the ninth grade students in SMP Swasta Satria Dharma Perbaungan. From this tryout test, the researcher knew which questions were good to be used in pretest and posttest.

The test was taken by considering validity, reliability, degrees of difficulties and discriminating power.

### a. Validity

The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. According to Arikunto, a test is valid if it measures what its purpose is to be measured. The validity of an item can be known by doing item analysis by using biserial formula:

$$\gamma_{\text{pbi}} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Where:

$\gamma_{\text{pbi}}$  : Correlation coefficient biserial

$M_p$  : The sum of the object item

$M_t$  : The average of total score

$S_t$  : Result value of test item

$p$  : Students proportion that answer true in question

$$p = \frac{\text{total of student who can answer right}}{\text{total of whole students}}$$

$q$  : Students proportion that answer false in question ( $q=1-p$ )

The test was valid if the result was higher than r table of product moment by 5% degree significant.

### b. Reliability

Reliability refers to the consistency of test scores. Besides having high validity, a good test should have high reliability. The formula is used to know the reliability of test is K-R 20.

$$r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{s^2 - \sum pq}{s^2} \right)$$

Where:

$r_{11}$  : Reliability coefficient of items

$p$  : The proportion of students who give the right answer

$q$  : The proportion of students who give the wrong answer ( $q=1-p$ )

$\sum pq$  : The total result of multiplication between  $p$  and  $q$

$n$  : Number of items in the test

$s^2$  : Total variances

**Table 3.4**

Criteria of Reliability

Interval	Criteria
$r_{11} \leq 0.2$	Very low
$0.2 < r_{11} \leq 0.4$	Low
$0.4 < r_{11} \leq 0.6$	Medium
$0.6 < r_{11} \leq 0.8$	High
$0.8 < r_{11} \leq 1.0$	Very high

### c. Difficulty Level

Level test of difficulty is the degree of test items difficulty which researcher has given in the try out test. The categories of the level of test items difficulty included of easy, medium, and difficult category. To know the item difficulty, the researcher used formula:

$$P = \frac{B}{JS}$$

Where:

P : Index of difficulty

B : The number of students who answer an item correctly

JS : The total number of students

**Table 3.5**

Criteria of Difficulty Test

Level	Criteria
$0,00 < P \leq 0,30$	Difficulty question
$0,30 < P \leq 0,70$	Medium
$0,70 < P \leq 1,00$	Easy question

d. Discriminating Power

The discriminating power is a measure of the effectiveness of whole test. The higher and low values of discriminating power are the more effective the test will be. To calculate the index of discriminating power, the research used formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

JA : Number of all students in the upper group

JB : Number of all students in the lower group

BA : Number of students in the upper group who answer the item correctly

BB : Number of students in the lower group who answer the item correctly

**Table 3.6**

Criteria of Discriminating Index

<b>Criteria</b>	
D = 0.00 – 0.20	Poor
D = 0.20 – 0.40	Enough
D = 0.40 – 0.70	Good
D = 0.70 – 1.00	Excellent

## 2. Pre-requested Test (Pre-Test and Post Test)

Before the researcher determined the statistical analysis technique used, the researcher examined the normality and homogeneity test of the data. To get the normality and homogeneity test the researcher used pre-test score.

### a. Normality Test

Normality test used to know the distribution data normal or not. To find out the distribution data is used normality test with Chi-Square. To calculate Chi-Square test is as follows:

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where:

$X^2$  : Chi-Square

$O_i$  : Frequency that was obtained from data

$E_i$  : Frequency that was hoped

$k$  : The sum of interval class

The calculation result of  $X^2$  is compared with  $X^2_{table}$  by 5% degree of significance, if  $X^2_{count} < X^2_{table}$  the data is not normal distribution and if  $X^2_{table} < X^2_{count}$ . So, the distribution list is normal.

### b. Homogeneity Test

Homogeneity test is used to know whether experimental class and control class, that are taken from population have same variant or not. To know the homogeneity of data, researcher used two variant similarity tests, are:

$$F_{count} = \frac{V_b}{V_k}$$

Where:

$V_b$  : biggest variant

$V_k$  : smaller variant

The calculation of result of  $F_{count} < F_{table}$  with  $\alpha = 5\%$  degree of significances, so  $H_0$  is accepted, it means the data is homogeneous and have some variance.

### c. Test of Average

It is used to examine average whether experimental and control group that has been decided having significant different average. The formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Where:

$\bar{X}_1$  : The mean score of experimental group

$\bar{X}_2$  : The mean score of control group

$n_1$  : The number of experimental group

$n_2$  : The number of control group

$S_1^2$  : The deviation standard of experimental group

$S_2^2$  : The deviation standard of control group

### 3. Hypothesis

This test was used to measure students' achievement after the experimental class and control class was given treatments and explanation. The result test is analyzed statistically.

In this research, the researcher used t-test to analyze the data. The statistical used t-test. T-test is one of statistic experiments which are used to know whether there is significance difference between two groups, experimental and control group or not. And the formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1+n_2 - 2} t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1+n_2 - 2}$$

Where:

$\bar{X}_1$  : The mean score of experimental group

$\bar{X}_2$  : The mean score of control group

$n_1$  : The number of experimental group

$n_2$  : The number of control group

$S_1^2$  : The deviation standard of experimental group

$S_2^2$  : The deviation standard of control group

If  $t_{count} > t_{table}$  Ho is rejected and there is significance difference of average value from both of groups, it means mistake buster technique is effective to teach simple past tense (Ha). Moreover, the other way if the  $t_{count} < t_{table}$  Ho is accepted and there is no significance different of average value from both of groups, it means mistake buster technique is not effective to teach simple past tense.

## **CHAPTER IV**

### **RESEARCH FINDING AND ANALYSIS**

#### **A. Description of Research**

This research used quantitative method to analyze the data. The finding of this research describes that there were different result between the students who were taught using Mistake Buster Technique and the students who no taught using Mistake Buster Technique. The data was obtained by giving pre-test and posttest. Before the items of pretest and posttest was given to the students, the researcher gave try out test for tryout class (VIII-C) to analyze validity, reliability, difficulty level, and discriminating power of each item. The researcher 25 items as the instrument of test.

In this research findings, of try out test, the researcher used biserial formula analyze validity and reliability of item test, the degree of test difficulty used difficulty level formula by considered five levels of difficulty. Then the discriminating power is divided into two groups. They are lower group and upper group.

Pretest was given in experimental and control class. The question consist of 10 items were stated valid according to try out test analysis. After giving pre-test, the researcher determined the materials and lesson plan of the teaching learning activities. Pre-test was conducted to experimental and control class to know that two classes were normal and homogeny.

After knowing the experimental class and control class had same variant, the researcher prepared material and make lesson plan before giving treatment for experimental class and conventional method for control class in teaching learning activity.

After the treatment was given, the researcher gave posttest to both experimental and control class. Posttest was given to know that there were significant result between experimental and control class by hypothesis test which is showed the value of t-test is higher than t-table.

## **B. Data Analysis and Hypothesis Test**

### 1. The Data Analysis of Tryout Test

#### a. Validity of Instrument

It was mentioned in chapter three; this analysis of validity was used to measure which one of appropriate test instrument. The researcher used bi-serial formula to analyze the data.

It was obtained that from 25 test items; there were 20 test items which were valid and 5 test items which were invalid. The items were invalid because computation result of their  $r_{xy}$  value (the correlation of score each item) is lower than their  $r$  table value.

**Table 4.1**  
Total Validity of Instrument

Criteria	R <sub>table</sub>	Number of Question	Total
Valid	0,367	1, 2, 4, 5, 6, 9, 10, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25	20
Invalid		3, 7, 8, 11, 19	5

The following is the analysis of validity item 1, and the other items use the same formula.

**Table 4.2**  
Score Of Tryout Test Number 1

No.	Code	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1.	A.01	0	10	0	100	0
2.	A.02	1	16	1	256	16
3.	A.03	0	12	0	144	0
4.	A.04	0	9	0	81	0
5.	A.05	1	18	1	324	18
6.	A.06	1	15	1	225	15
7.	A.07	1	15	1	225	15
8.	A.08	1	20	1	400	20
9.	A.09	0	6	0	36	0
10.	A.10	1	19	1	361	19
11.	A.11	1	12	1	144	12
12.	A.12	0	13	0	169	0
13.	A.13	1	11	1	121	11
14.	A.14	0	8	0	64	0
15.	A.15	0	8	0	64	0

16.	A.16	1	12	1	144	12
17.	A.17	0	10	0	100	0
18.	A.18	0	5	0	25	0
19.	A.19	1	15	1	225	15
20.	A.20	0	14	0	196	0
21.	A.21	1	10	1	100	10
22.	A.22	0	10	0	100	0
23.	A.23	1	18	1	324	18
24.	A.24	1	17	1	289	17
25.	A.25	0	8	0	64	0
26.	A.26	0	13	0	169	0
27.	A.27	0	11	0	121	0
28.	A.28	1	15	1	225	15
29.	A.29	0	8	0	64	0
30.	A.30	0	8	0	64	0
31.	A.31	0	11	0	121	0
32.	A.32	1	15	1	225	15
33.	A.33	1	20	1	400	20
34.	A.34	0	14	0	196	0
<b>JUMLAH</b>		16	426	16	5866	248

Based on the table:

$$M_p = \frac{\text{total score of student who get right answer on item number 1}}{\text{total student who get right answers on item number 1}}$$

$$M_p = \frac{248}{16} = 15.5$$

$$M_t = \frac{\text{total score of whole student}}{\text{total of students}}$$

$$= \frac{426}{34} = 12,20$$

$$P = \frac{\text{total students who get right answer on item number 1}}{\text{total of students}}$$

$$= \frac{16}{34}$$

$$= 0,53$$

$$q = 1 - p$$

$$q = 1 - 0,53 = 0,47$$

$$S_t = \sqrt{\frac{5866 - \left(\frac{426}{34}\right)^2}{34}}$$

$$= \sqrt{15,54}$$

$$= 3,98$$

$$\gamma_{pbi} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

$$= \frac{15,5 - 12,20}{3,98} \sqrt{\frac{0,53}{0,47}}$$

$$= 0,887$$

From table of  $r_{xy}$ , for  $\alpha = 5\%$  with  $N = 34$ , it would be obtained 0,367.

Because  $r_{count} > r_{table}$ , so the item of number 1 is valid.

### b. Reliability of Instrument

A good test must be valid and reliable. Reliability refers to the notion that an instrument can be trusted enough to be used as data collection tool for instrument which has been already good. Reliability was done after validity of item; it was done to find out whether a test had higher critical score and gave the ability or consistency of the test score. The researcher uses the K-R20 formula to measure the reliability of the instrument with the formula below:

$$r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S^2 - \sum pq}{S^2} \right)$$

Based on the analysis of test obtained:

$$\mathbf{n = 25}$$

$$\sum pq = 0,1771$$

$$S^2 = \left( \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N} \right)$$

$$= \frac{5866 - \frac{(426)^2}{34}}{34}$$

$$= 15,2933$$

$$r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S^2 - \sum pq}{S^2} \right)$$

$$= \left( \frac{25}{25-1} \right) \left( \frac{15,2933 - 0,1771}{15,2933} \right)$$

$$= (1,0416)(0,99)$$

$$= 1,01708$$

From the computation shows that  $r_{11}$  was 1,01708 and the number of subject was 25 and  $r_{\text{table}}$  with significance level 5% was 0,361. The result shows that  $r_{11}$  was higher than  $r_{\text{table}}$ . It means that the instrument is reliable. Then  $r_{11}$  was equal to 1,0 based on the criteria, it means that the reliability of instrument is very high.

c. Difficulty Level of Instrument

Level of test difficulty is the degree of test items difficulty which researcher has given in the tryout test. The categories of the level of test items difficulty included of easy, medium, and difficult category.

The following of the computation of the level difficulty for item number 1 and for the other items use the same formula.

$$\mathbf{B = 14}$$

$$\mathbf{JS = 30}$$

$$P = \frac{B}{JS}$$

$$= \frac{14}{30}$$

$$P = \mathbf{0,47}$$

So, the difficulty level of item number 1 was medium, based on the criteria.

d. Discriminating Power of Instrument

Discriminating power is an ability of question to discriminate between smart students (high ability) and the students who has less ability (low ability).

Before analyze the discriminating power of the instrument, the researcher divided the number of tryout subject become two groups, upper and lower group. The following is the computation of discriminating power of item number 1.

$$B_A = 14$$

$$J_A = 15$$

$$B_B = 9$$

$$J_B = 15$$

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

$$= \frac{14}{15} - \frac{9}{15}$$

$$= 0,93 - 0,6$$

$$= 0,33$$

Because the result is between 0.20-0.40, so the discriminating power of number 1 is enough, based on the criteria.

## 2. Pre-test Analysis

This pre-test was used to measure students' achievement before being taught by using Mistake Buster Technique for the experimental class and conventional teaching that was small discussion and lecturing for control class.

VIII-A was conducted as experimental class and consist of 35 students. VIII-B conducted as control class and consist of 30 students. The following is the table of pre-test score of experimental and control class.

**Table 4.3**  
 Pre-Test Score Between Experimental  
 Class And Control Class

<b>EXPERIMENTAL</b>			<b>CONTROL</b>		
<b>No.</b>	<b>Initials</b>	<b>Score</b>	<b>No.</b>	<b>Initials</b>	<b>Score</b>
1.	NR	15	1.	MRC	15
2.	MB	20	2.	MRSP	15
3.	SA	30	3.	AFR	15
4.	MLAL	40	4.	CSS	30
5.	MA	45	5.	MHSB	50
6.	DF	15	6.	KAD	55
7.	SR	30	7.	RA	40
8.	TA	25	8.	SJK	50
9.	MA	35	9.	NAB	35
10.	AA	60	10.	SA	15
11.	WRP	20	11.	DW	30
12.	RI	40	12.	FA	25
13.	ES	50	13.	NA	30
14.	BN	35	14.	CA	40
15.	YPT	30	15.	ADA	30
16.	AS	40	16.	APN	30
17.	UD	25	17.	AMP	15
18.	AM	30	18.	WFA	50
19.	MF	15	19.	BL	30
20.	FA	55	20.	AFP	20
21.	I	30	21.	SA	55
22.	MZP	15	22.	YD	50
23.	RF	25	23.	HYG	25
24.	SIA	40	24.	RS	25

25.	VZD	30	25.	MH	15
26.	MF	45	26.	AS	65
27.	IFR	30	27.	RNN	25
28.	RP	25	28.	AB	65
29.	MN	40	29.	AKP	50
30.	RR	30	30.	MAF	15
31.	MZA	35	31.	IN	40
32.	IA	35	32.	FR	50
33.	IG	30	33.	AM	30
34.	ARS	45	34.	AS	30
35.	KD	40	35.	RIA	20
Sum		1150	Sum		1180
N		35	N		35
Average		32.857	Average		33.71
Variance ( $S^2$ )		123.95	Variance ( $S^2$ )		229.92
Standard Deviation (S)		11.133	Standard Deviation (S)		15.162

### 3. Posttest Analysis

This posttest was used to measure students' achievement after being taught by using Mistake Buster Technique for experimental class and being taught by using conventional teaching that is group discussion and lecturing for control class. VIII-A was conducted as experimental class and consist of 35 students. VIII-B was conducted as control class and consist of 35 students. The following is the table of posttest score of experimental and control class:

**Table 4.4**  
 Post-Test Score Between Experimental  
 Class And Control Class

<b>EXPERIMENTAL</b>			<b>CONTROL</b>		
<b>No.</b>	<b>Initials</b>	<b>Score</b>	<b>No.</b>	<b>Initials</b>	<b>Score</b>
1.	NR	55	1.	MRC	60
2.	MB	70	2.	MRSP	65
3.	SA	75	3.	AFR	65
4.	MLAL	80	4.	CSS	65
5.	MA	75	5.	MHSB	70
6.	DF	75	6.	KAD	60
7.	SR	65	7.	RA	65
8.	TA	55	8.	SJK	50
9.	MA	75	9.	NAB	65
10.	AA	85	10.	SA	55
11.	WRP	55	11.	DW	60
12.	RI	75	12.	FA	65
13.	ES	80	13.	NA	70
14.	BN	80	14.	CA	65
15.	YPT	75	15.	ADA	70
16.	AS	85	16.	APN	70
17.	UD	60	17.	AMP	65
18.	AM	75	18.	WFA	65
19.	MF	60	19.	BL	65
20.	FA	85	20.	AFP	55
21.	I	75	21.	SA	65
22.	MZP	55	22.	YD	65
23.	RF	60	23.	HYG	65
24.	SIA	85	24.	RS	65

25.	VZD	65	25.	MH	50
26.	MF	75	26.	AS	70
27.	IFR	65	27.	RNN	60
28.	RP	70	28.	AB	70
29.	MN	65	29.	AKP	70
30.	RR	70	30.	MAF	55
31.	MZA	70	31.	IN	70
32.	IA	75	32.	FR	70
33.	IG	65	33.	AM	50
34.	ARS	80	34.	AS	60
35.	KD	75	35.	RIA	50
Sum		2490	Sum		2185
N		35	N		35
Average		71.14	Average		62.43
Variance ( $S^2$ )		83.95	Variance ( $S^2$ )		50.55
Standard Deviation (S)		9.16	Standard Deviation (S)		7.11

#### 4. Hypothesis Test

##### a. The Similarity of Pre-test

This hypothesis test used Two Tail test, the hypothesis is:

$H_0 : \mu_1 = \mu_2$  (there is no significant difference of achievement between experimental and control class)

$H_a : \mu_1 \neq \mu_2$  (there is significant difference of achievement between experimental and control class)

So, the t-test formula:

$$\begin{aligned}
 S^2 &= \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \\
 &= \sqrt{\frac{(35 - 1)123.95 + (35 - 1)229.92}{35 + 35 - 2}} \\
 &= 13.302
 \end{aligned}$$

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 t &= \frac{32.86 - 33.71}{13.302 \sqrt{\frac{1}{35} + \frac{1}{35}}} \\
 &= -0.2696
 \end{aligned}$$

Using  $\alpha = 5\%$  and  $dk = 35+35-2 = 68$ , obtained  $t$  table = 2,000, because  $t$  count was lower than  $t$  table ( $-0.2696 < 2.000$ ), so it could be conclude that there is no significance of difference between the experimental and control class. It means that both of class had same ability before getting treatment.

#### b. The significant Different of Posttest

This hypothesis test used Two Tail test, the hypothesis is:

$H_0 : \mu_1 = \mu_2$  (there is no significant difference of achievement between experimental and control class)

$H_a : \mu_1 \neq \mu_2$  (there is significant difference of achievement between experimental and control class)

So, the t-test formula:

$$\begin{aligned}
 S^2 &= \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \\
 &= \sqrt{\frac{(35 - 1)83.95 + (35 - 1)50.546}{35 + 35 - 2}} \\
 &= \mathbf{8.200}
 \end{aligned}$$

$$\begin{aligned}
 t &= \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 t &= \frac{71.143 - 62.429}{8.200 \sqrt{\frac{1}{35} + \frac{1}{35}}} \\
 &= \mathbf{4.445}
 \end{aligned}$$

Using  $\alpha = 5\%$  and  $dk = 35+35-2= 68$ , obtained  $t$  table = 2,000, because  $t$  count was lower than  $t$  table ( $4.445 > 2.000$ ), so it could be conclude that there is significance of difference between the experimental and control class. It means that experimental class progressed after getting treatment.

### C. Discussion of the Research Finding

**Table 4.5**

The Pre-test and Post-test Students' Average Score Of Control Class And Experimental Class

No.	Class	The Average of Pre-test	The Average of Post-test
1.	Experimental	32.86	71.14
2.	Control	33.71	62.43

The score showed that the students' achievement was increased. The percentage in posttest score of experimental class was higher than control class.

The analysis of normality test showed that experimental and control classes are distributed normally. The homogeneity test data on the pretest was also homogeneous. It concludes that the ability of the students both of class was similar before getting the treatment.

The result of analysis data is obtained the posttests' average score of experimental class was 71.14 which were higher than average of control class.

From the result of hypothesis test obtained that  $t = 4.445$ , while the standard error table 5% with  $df = 68$  is 2.000. it showed  $t_{count} > t_{table}$ . So, there was a significant difference between the result of learning process between experimental class and control class.  $H_a$  is accepted, it means mistake buster technique is effective to teach simple past tense.

From the description of result above, it can be concluded that mistake buster technique gives positive effect on the students learning outcomes. So, teaching English grammar by using Mistake Buster Technique can be used as an alternative.

From the result of Mistake Buster Technique, it can check and help students in understanding grammar and listening. Beside that in applying this technique the students have the opportunity to identify the possible mistake, so it becomes the point to exercise the performance when they can find mistake something.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The researcher had done the research in SMP Swasta Satria Dharma Perbaungan in the academic year of 2019/2020 related to the effect of teaching method Mistake Buster Technique toward students' mastery of simple past tense.

Based on the finding and discussion in chapter IV, it can be concluded that the use mistake buster technique in teaching simple past tense is effective. It is proved by the result of t-test. The t-test showed that  $t_{count}$  is higher than  $t_{table}$  ( $4.445 > 2.000$ ). It means that Ha is accepted and Ho rejected. Since the  $t_{count}$  is higher than  $t_{table}$ , there is a significant difference in the achievement between students in class VIII-A who were taught by using Mistake Buster Technique and students in class VIII-B who were taught without Mistake Buster Technique.

The average score of experimental class was 71.14 and the average score of control class was 62.43 in posttest. Meanwhile the pre-test average score for the experimental class was 32.86 and for the control was 33.71. Although the score of both classes were increased, the experimental class shows greater on overall simple past tense knowledge in posttest.

## B. Suggestions

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

*a. For Teacher*

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

*b. For Students*

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

*c. For Other Researcher*

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

## REFERENCES

- Apen, R. (2016). The Applicative Use of Problem Solving Technique in Teaching Grammar.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (sixth). London and New York: Routledge. [https://doi.org/10.1111/j.1467-8527.2007.00388\\_4.x](https://doi.org/10.1111/j.1467-8527.2007.00388_4.x)
- Gerot, L., & Wignell, P. (1994). *Making Sense of Functional Grammar* (First Edition). Australia: Gerd Stabler.
- Hanifa, G. I., & Tiarina, Y. (2013). Using The Mistake Buster Technique in Teaching Grammar to Junior High School Students. *Journal of English Language Teaching*, 1(2), 341–347.
- Hartwell, P. (2009). Grammar, Grammars, and The Teaching of Grammar. *College English*, 47(2), 105–127.
- Huynh H. K. P. (2003). Getting Students Actively Involved Using the Mistake Buster Technique. Retrieved on May, 15<sup>th</sup>, 2016 from *the Internet TESL Journal*, Vol. X, No. 7, November 2003. (<http://itelslj.org/Technique/Huynh-Mistake Buster. Html>).
- Kardimin, A. (2009). *Fundamental English Grammar*. Yogyakarta: Pustaka Pelajar.
- Knapp, P., & Watkins, M. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Australia: University of New South Wales Press Ltd.
- Mas'ud. (2005). *Essensial of English Grammar. A Partical Guide*. Grogol: Binarupa Aksara.

- M.A., S. K. P. (2013). Time and Tense: A Critical Review of Literature. *International Journal of English and Education*, 2(2), 32–41.
- Mubarok, H. (2012). The Use of Peer Feedback Strategy to Motivate Students in Narrative Text Writing. *English Education Journal*, 2(2), 162–168.
- Mubarok, H. (2015). *Research in Language Education: An Introduction for Begginers*. Jogjakarta: Linggar Media.
- Obeidat, M. M. (2014). A Linguistic Approach to Translating the English Past Perfect Aspect into Arabic, 4(1), 62–68. <https://doi.org/10.5539/ells.v4n1p62>
- Rahman, M. S., & Ali, M. M. (2015). Problems in Mastering English Tense and Aspect and the Role of the Practitioners. *IOSR Journal of Humanities and Social Science*, 20(1), 131– 135. <https://doi.org/10.9790/0837-2041131135>.
- Syam, A. T. (2017). Using the Mistake Buster Technique to Improve the English Grammar Mastery. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics*, 1(2), 105–114.