USING MISTAKE BUSTER TECHNIQUE TO IMPROVE ENGLISH

GRAMMATICAL MASTERY OF THE STUDENTS OF MA MA'ARIF AN-

NUR WINONGAN

SKRIPSI

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ABSTRACT

Barakwan, Fuad M. 2022. *Using Mistake Buster Technique to Improve English Grammatical Mastery of The Students of Ma Ma'arif An-Nur Winongan.* Skripsi, English Education Department Faculty of Teacher Training and Education in University of Islam Malang. Advisor I: Drs. Yahya Alaydrus, M.Pd; Advisor II: Henny Rahmawati, S.Pd., M.Pd.

Keywords: Mistake Buster, Grammatical Mastery, Learning Technique,

Grammatical aspect became an important aspect in learning process that have to be known by students. It was quite difficult to engage all of the students in the learning process, especially in teaching grammar for senior High School students. Based on this reality, the writer proposes to use "The Mistake Buster" technique to solve the problem. Besides, it could also give the sense of accomplishment to the students due to the opportunity to identify and correct the possible mistakes themselves instead of the teacher telling them what the mistakes are.

The researcher used Classroom Action Research (CAR) for this study. There are 27 students as the object of this study, This study uses 2 pieces of instruments, namely observations of student activity in class and grammar tests to determine students' grammar scores.

The findings of this study showed that Based on student data, it was known that there has been an increase of 92,5%. The value obtained by students has exceeded the minimum completeness criteria (KKM) that have been determined.

Based on the previous description, this can be seen from the learning outcomes which have increased by 92,5%. It was 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 was suggested to use was strategy for teacher as an appropriate strategy in teaching student's grammar and for further researchers, the Mistake Buster Technique can be used for experimental research to improve English in improving language mastery, especially in the simple past tense.

CHAPTER I

INTRODUCTION

This chapter explains about the background of the study, research problems, the objective of the study, the significances of the study, scope and limitation of the study, the definition of key terms.

1.1 Context of the study

English has a significant presence in practically every aspect of people's life because it is 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 are 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. Students now need to be aware of the importance of grammar in the learning process. They couldnot 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. This method made it simpler for teachers to assess how well pupils have understood the material they were given and encourages participation from the class throughout the teaching and learning process. 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''.

1.2 Research problem

Based on the previous background, the researcher formulated research question as follow "How can Mistake Buster Technique improve the students' English mastery in grammar of the ten grade students' MA Ma'Arif An-Nur Winongan?"

1.3 Objective of the study

The objective of this research was to describe the way Mistake buster technique Improved English mastery in grammar at the ten grade of Ma'arif An-Nur Winongan".

1.4 Significance of the study

The result of this class action research was extremely expected to carry out some significances of teaching and learning grammar as follows.

1.4.1 Practical Significances

Three applications of this research to grammar instruction and comprehension were provided. The kids' significance came first. The researcher had high hopes for all of the pupils' ability to learn more about grammar. The importance to the teachers came in second. This study hopes to assist teachers in helping kids learn better grammar. In order to guide students' learning, teachers can also employ the Mistake Buster Technique when teaching grammar. The final one has importance for the organization. By conducting this study, the researcher aimed to help some institutions, particularly those with major grammar-teaching issues, overcome some of their issues. As a result, the school graduated women who have a strong command of grammar.

1.5 Scope and limitation of the study

The goal of this study was to employ the Mistake Buster technique to help the tenth grade students of MA Ma'arif An-Nur Winongan enhance their command of English grammar. The simple past tense in recount texts was the sole subject of the study.

1.6 Definition of Key Terms

Here are a few operational explanations of key terms from this study to help prevent misunderstandings. As follows:

1. Grammar Mastery

The capacity to use and comprehend the set of structural rules on the simple past tense form, which defines how the composition of words or sentences could be formed appropriately to narrate past occurrences, was referred to as grammar mastery. Students that took the test receive a range of grades, from the best to the worst. Out of the 27 students in the class, pupils received an average score of 74.5 on the test.

2. Mistake buster technique

The mistake buster technique was a method for teaching grammar that encourages students to identify their own grammatical mistakes, correct them independently, and assess their own faults through exploration, elaboration, and confirmation. Exploration: The teacher shows the class several images. These images serve as tools for teachers to increase students' knowledge of the subject matter and stimulate their schemata. The teacher emphasizes the format of the WH inquiry throughout this stage. The images did, in fact, relate to the text.

Elaboration: The teacher gives the students many assignments in this section. These exercises are used to gauge the students' comprehension of grammar.

Confirmation: Here, the teacher assigns some group projects to the kids. The teacher should take the pupils' varying skill levels into account while grouping the students. Both poor and high achievers should be represented in a group.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions as well as few suggestions of this study. Suggestions and conclusions were taken based on findings in this research.

5.1 CONCLUSION

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 can improve learning outcomes of recount text themes. this can be seen from the learning outcomes which have increased by 92,5%. learning was carried out using the Mistake Buster Technique and the learning media used was the past story contained in the power point. learning was done 3 times. The first lesson was done by classical demonstration of the use of the mistake buster technique in learning Recount Text. Based on this learning, the second action was 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 was carried out and it was known that the students' scores had increased from the initial test. Based on this, it was 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.

5.2 SUGGESTIONS

Considering the conclusion, the researcher puts forward some suggestions as follows:

1. It was advised that teachers employ the mistake buster technique as a suitable method for teaching grammar to students.

2. 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.
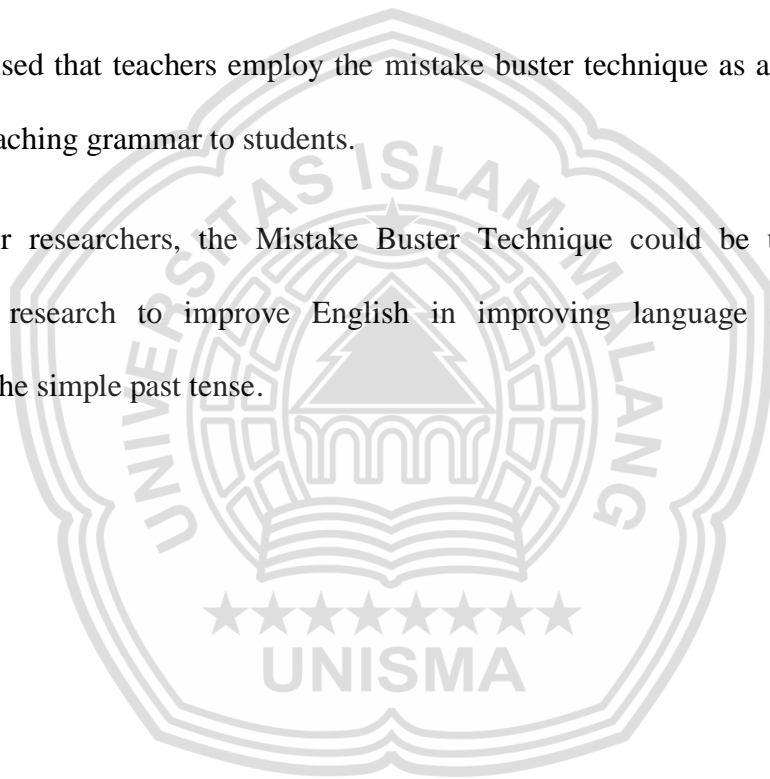
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