



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

**(A Classroom Action Research**

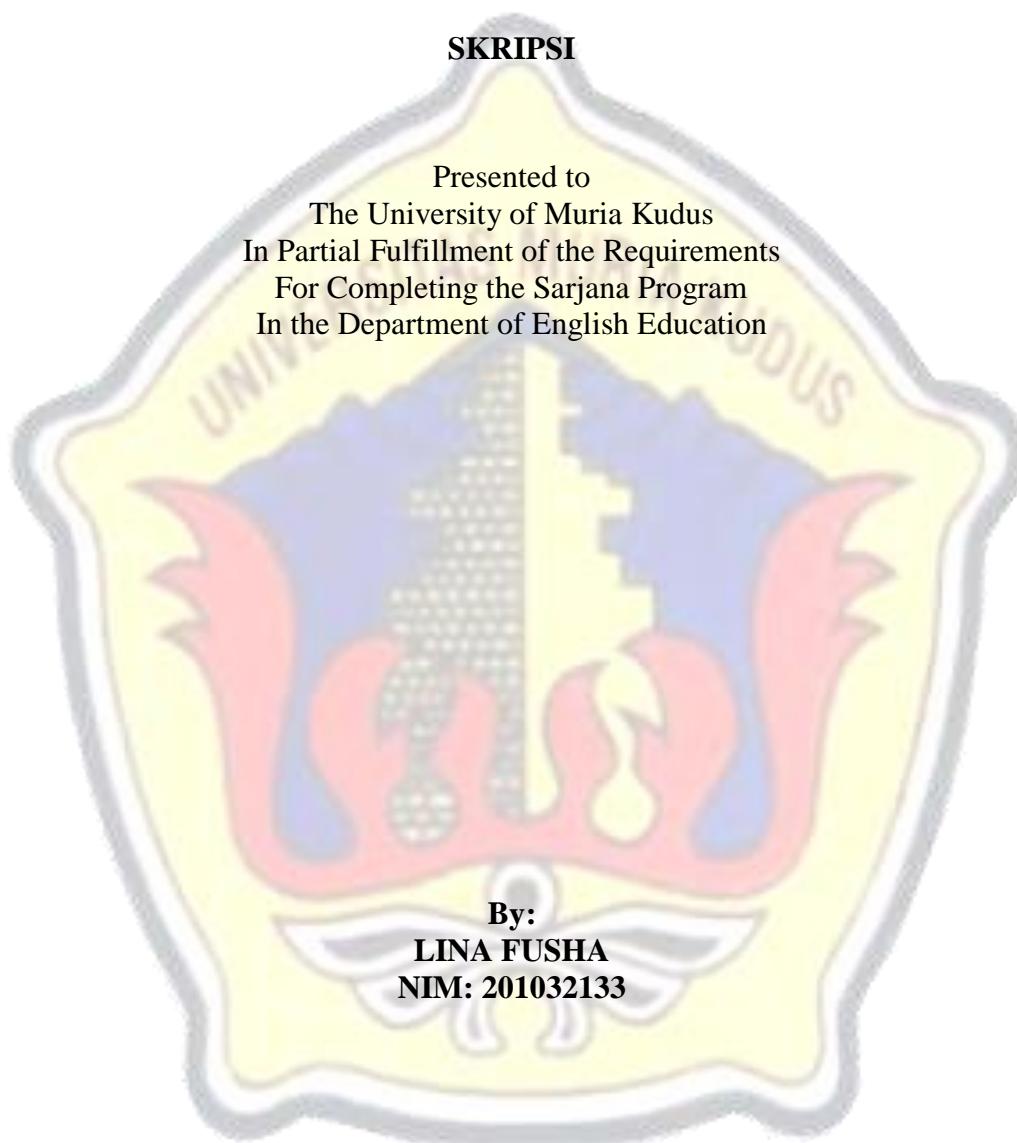
**of Eight Grade Students of MTs. NU Miftahul Ma'arif Kaliwungu Kudus  
in Academic Year 2013/2014)**

**By  
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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MURIA KUDUS  
2014**



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## ADVISORS' APPROVAL

This is to certify that the Skripsi of Lina Fusha (2010-32-133) has been approved by the skripsi advisors for further approval by the Examining Committee.

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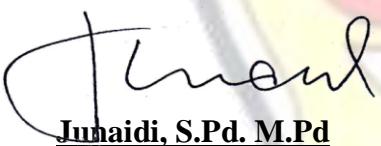
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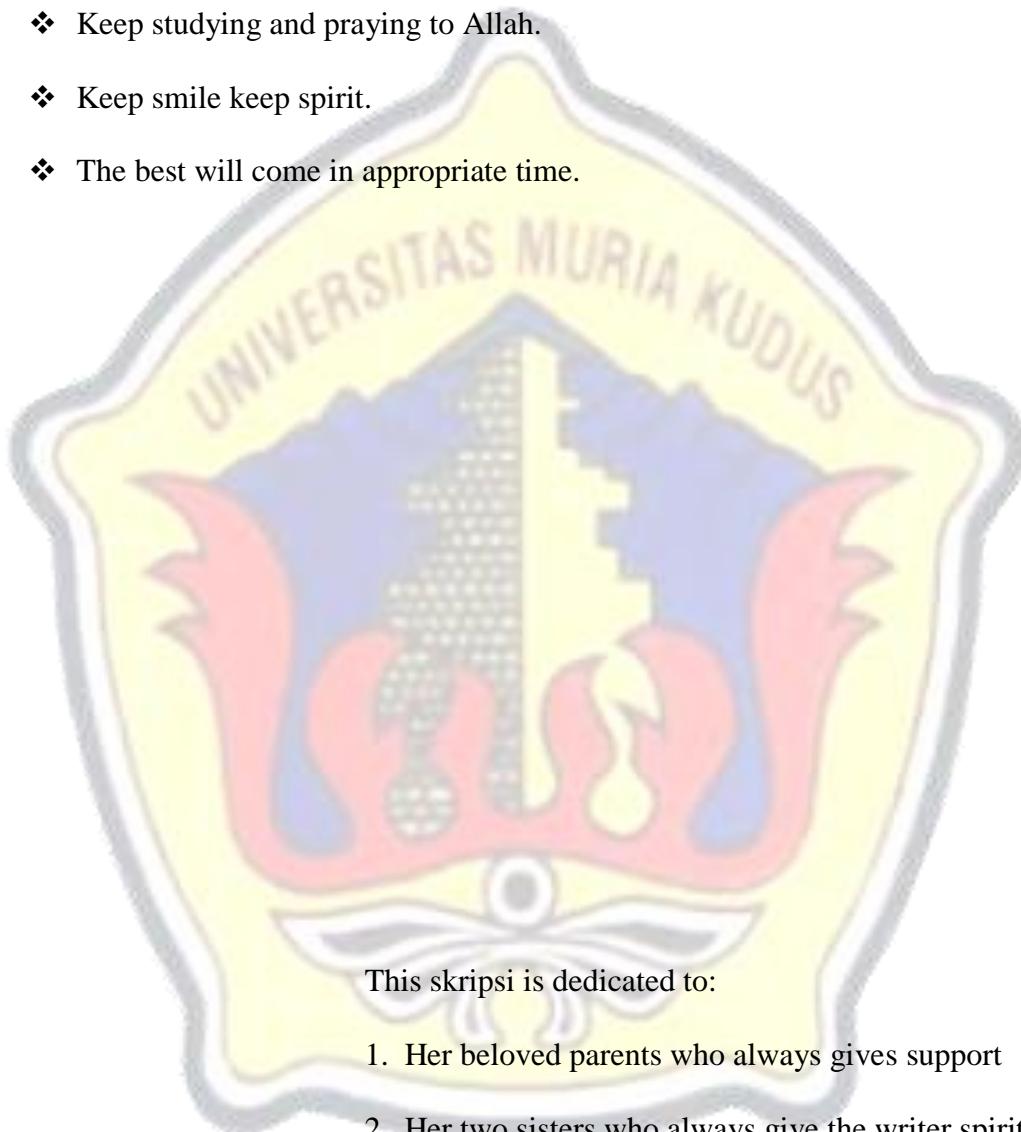
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## MOTTO AND DEDICATION

### Motto

- ❖ Keep studying and praying to Allah.
- ❖ Keep smile keep spirit.
- ❖ The best will come in appropriate time.



This skripsi is dedicated to:

1. Her beloved parents who always gives support
2. Her two sisters who always give the writer spirit

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8. Last but not least everybody especially her parents, her brother, and all of her best friends, who always support her.

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The Writer



## ABSTRACT

Fusha, Lina. 2014. *The Use of Mistake Buster Technique To Improve Students' Grammar Mastery (A Classroom Action Research of the Eighth Grade Students of MTs NU Miftahul Ma'arif Kaliwungu Kudus in Academic Year 2013/2014.* Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Drs. Muh.Syafei, M.Pd (ii) Rusiana, S.Pd, M.Pd.

**Key words:** Grammar mastery, mistake buster technique

English is one of the important subjects in the final national examination, especially in junior high school. In view of the matter, the English teacher should apply the appropriate technique in teaching English. Grammar is one of the language components that very important and must be learned by the students. One of the important parts of grammar that must be learned by the students is simple past tense. by mastering simple past tense the students will easy to write recount text with their own words. Mistake buster technique is one of the alternative teaching technique that can be used in teaching English to improve students' grammar mastery, it is simple past tense. This research, the writer uses mistake buster as a teaching technique in teaching English. Moreover, the purpose of this research is to improve the students' grammar mastery for the eight grade students of MTs NU Miftahul Ma'arif Kaliwungu Kudus in the academic year 2013/2014.

Mistake buster technique is technique which make the students active in evaluating their own grammatical errors that are made by the teacher. This technique make the students active because by using this technique the students become "mistake corrector", which is normally done by the teacher, while the teacher herself/himself becomes the "mistake maker"

The writer conducted classroom action research to solve the research problem. The research was conducted in MTs NU Miftahul Ma'arif Kaliwungu Kudus in the academic year 2013/2014. This research consists of two cycles and each cycles consist of four steps. They are: planning, action, observation, analysis and reflection. Beside observstion and test as the instrument, after applying this technique the writer used questionnaire to know the students response after being taught by using mistake buster technique.

The average score of the students' grammar mastery in writing recount text in cycle I is 68.6. In cycle II, the average score of the students' grammar mastery in writing recount text is 78. So, there is an increasing of the average score of the students' grammar mastery between cycle I and II. It is 9.4. In cycle I, there are many students who are not active enough yet in teaching learning process by using mistake buster technique. There are a few students who give response to the teacher when the teacher asked them to change verb one to be verb two. This condition make the students difficult to write recount text with their own words. In cycle II, the number of students who are active in the process of teaching and learning simple past tense by using mistake buster is increase and almost all of them easy to change verb one to be verb two. This condition make the students easy to write recount text. The result of questionnaire showed that

after taught by using mistake buster technique 60% students like to study English, 56% students more interested in learning grammar, 44% students more motivated and active in learning grammar, 52% students strongly agree that mistake buster technique could help students to memorize in changging verb one to be verb two and 12% students strongly agree and 12% students agree that mistake buster technique could help students used simple past to write recount text.

Mistake buster technique can improve the students' grammar mastery of the students, so it is suggested to the English teacher uses mistake buster technique as the alternative in teaching English to improve students' grammar mastery.



## ABSTRAKSI

Fusha, Lina. 2014. *Penggunaan Mistake Buster Sebagai Teknik Peningkatan Pengajaran Grammar Bagi Siswa Kelas VIII MTs NU Miftahul Ma’arif Kaliwungu Kudus Tahun Akademik 2013/2014.* (Penelitian Tindakan Kelas VIII MTs NU Miftahul Ma’arif Kaliwungu Kudus in the Academic Year 2013/2014). Skripsi: Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Drs. Muh.Syafei, M.Pd (ii) Rusiana, S.Pd, M.Pd.

Bahasa Inggris merupakan salah satu mata pelajaran penting dalam ujian akhir nasional, khususnya di Sekolah Menengah Pertama. Mengingat hal tersebut, guru Bahasa Inggris harus menerapkan teknik pembelajaran yang tepat dalam pengajaran Bahasa Inggris. *Grammar* merupakan salah satu komponen bahasa yang sangat penting dan harus dipelajari oleh siswa. Salah satunya adalah *simple past tense*. Dengan menguasai *simple past tense* para siswa akan mudah untuk menulis *recount text* dengan kata-kata mereka. *Mistake buster technique* adalah salah satu alternatif yang bisa digunakan dalam pengajaran bahasa Inggris untuk meningkatkan penguasaan *grammar* para siswa. Dalam penelitian ini, penulis menggunakan *mistake buster* sebagai teknik pengajaran dalam pengajaran bahasa Inggris. Adapun tujuan dari penelitian ini adalah untuk meningkatkan penguasaan *grammar* siswa kelas delapan MTs NU Miftahul Ma’arif Kaliwungu Kudus tahun akademik 2013/2014

*Mistake buster technique* adalah teknik yang membuat murid aktif dalam mengevaluasi kesalahan grammatical yang dibuat oleh guru. Teknik ini membuat para siswa aktif karena dalam penggunaan teknik ini para siswa berperan sebagai “orang yang membenarkan kesalahan” yang umumnya dilakukan oleh guru, sedangkan para guru itu sendiri berperan sebagai “pembuat kesalahan”.

Penulis melakukan penelitian tindakan kelas untuk memecahkan masalah penelitian. Penelitian ini dilaksanakan di MTs NU Miftahul Ma’arif Kaliwungu Kudus tahun akademik 2013/2014. Penelitian ini terdiri dari dua siklus dan tiap siklus terdiri dari empat tahap. meliputi: perencanaan, pelaksanaan tindakan, observasi, analisis dan refleksi. Selain observasi dan test sebagai instrumen, Setelah menerapkan teknik ini penulis juga menggunakan kuisioner untuk mengetahui respon para siswa setelah diajar menggunakan *mistake buster* teknik.

Persentasi nilai rata-rata pada kemampuan grammar siswa dalam menulis *recount text* pada siklus I adalah 68.6. Pada siklus II, persentasi nilai rata-rata pada penguasaan *grammar* dalam penulisan *recount text* adalah 78. Jadi, ada peningkatan nilai rata-rata kemampuan berbicara siswa antara siklus I dan II, yaitu sebesar 9.4. pada siklus I, ada banyak siswa yang belum aktif dalam proses belajar mengajar menggunakan *mistake buster technique*. Ada sedikit siswa yang merespon guru ketika guru menyuruh mereka untuk mengubah verb satu menjadi verb dua. Kondisi ini membuat para siswa kesulitan untuk menulis *recount text* dengan kata-kata mereka sendiri. Pada siklus II jumlah siswa yang aktif dalam proses belajar mengajar simple past tense menggunakan *mistake buster technique* meningkat dan hampir semua siswa mudah dalam merubah verb satu menjadi verb

dua. Kondisi ini membuat para siswa mudah untuk menulis recount text. Hasil kuisioner menunjukkan bahwa setelah pengajaran menggunakan mistake buster teknik adalah 60% siswa menyukai belajar bahasa Inggris, 56% siswa semakin tertarik belajar grammar, 44% siswa lebih termotivasi dan aktif dalam pembelajaran grammar, 52% siswa sangat setuju bahwa mistake buster teknik dapat membantu siswa untuk mengingat dalam mengubah verb satu menjadi verb dua, 12% siswa sangat setuju dan 12% siswa setuju bahwa mistake buster teknik dapat membantu siswa menggunakan simple past tense menulis recount text.

*Mistake buster* teknik dapat meningkatkan penguasaan grammar siswa, jadi disarankan pada guru bahasa Inggris menggunakan *mistake buster* teknik sebagai alternatif dalam pengajaran Bahasa Inggris untuk meningkatkan penguasaan *grammar* para siswa.



## TABLE OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>LOGO UNIVERSITY.....</b>	<b>ii</b>
<b>TITLE.....</b>	<b>iii</b>
<b>MOTTO AND DEDICATION.....</b>	<b>iv</b>
<b>ADVISOR' APPROVAL.....</b>	<b>v</b>
<b>APPROVAL OF EXAMINERS COMMITTEE.....</b>	<b>vi</b>
<b>ACKNOWLEDGMENT.....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>ix</b>
<b>ABSTRAKSI.....</b>	<b>xi</b>
<b>TABLE OF CONTENT .....</b>	<b>xiii</b>
<b>LIST OF TABLES .....</b>	<b>xvi</b>
<b>LIST OF APPENDICES.....</b>	<b>xvii</b>

### CHAPTER I: INTRODUCTION

1.1. Background of the Research .....	1
1.2. Statement of the Problems .....	4
1.3. Objective of the Study.....	4
1.4. Significance of the Study .....	5
1.5. Limitation of the Study .....	5
1.6. Definition of the Terms.....	6

### CHAPTER II: REVIEW TO RELATED LITERATURE AND HYPOTHESIS

2.1. Teaching English in Mts NU Miftahul Ma'arif .....	7
2.1.1. The Currculum of Teaching English in MTs NU Miftahul Ma'arif.....	8
2.1.2. The Purpose of Teaching Englugh in MTs NU Miftahul Ma'arif .....	9
2.1.3. Material of Teaching English for the Eight Grade Students .....	9
2.2.1. Grammar in Language Teaching .....	10

2.2. 2. Approces to Grammar Teaching and Learning .....	11
2.2.3. Drilling .....	12
2.3. Tense .....	13
2.3.1 Simple Past Tense .....	13
2.3.2 The Use of Simple Past Tense .....	14
2.3.3. The Form of Verb in Simple Past Tense.....	15
2.4. Mistake Buster Technique.....	17
2.4.1 The Advantages of Mistake Buster Technique .....	18
2.4.2 The Process of Mistake Buster Technique.....	19
2.4.3 The Steps of Mistake Buster Technique.....	20
2.4.4 Teaching Simple Past Tense Using Mistake Buster.....	22
2.5 Reviews of Previous Research.....	23
2.6 Theoretical Framework.....	24
2.7 Hypothesis.....	25

### **CHAPTER III: RESEARCH METHODOLOGY**

3.1. Setting and Characteristic Subject of Research .....	26
3.2. The Vriable of The Research .....	27
3.3. Design of The Research .....	27
3.3.1 Planning .....	28
3.3.2 Acting .....	29
3.3.3. Observing .....	29
3.4. Procedure of The Research .....	30
3.5. Data Analysis .....	33
3.5.1Observation Sheet .....	33
3.5. 2 Students' Test Score.....	34
3.5.3 Questionnaire .....	35
3.7. Analyzing Data.....	35

### **CHAPTER IV: RESEARCH FINDING**

4.1. Preliminary Research .....	36
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4.2. The Result of Cycle I .....	39
4.2.1 The Observation Result in The First Meeting of Cycle 1 .....	39
4.2.2. The Observation Result in The Second Meeting of Cycle I .....	43
4.2.3. Grammar Mastery Cycle 1 .....	46
4.3. The Result of Cycle 2 .....	49
4.3.1. The Implementation of MBT in the First Meeting in Cycle I.....	49
4.3.2. The Observation Result in First Meeting in Cycle II.....	50
4.3.3. The Observation Result in Second Meeting in Cycle II .....	53
4.3.4. The Grammar Mastery Simple Past Tense in Writing Recount Text .....	56
4.4 The Result of Questionnaire.....	58

## **CHAPTER V: DISCUSSION**

5.1. The Implementation of Mistake Buster Technique.....	61
5.2. The Grammar Mastery in Using Simple Past to Write Recount Text.....	64

## **CHAPTER VI: CONCLUSIONS AND SUGGESTIONS**

6.1. Conclusions .....	69
6.2. Suggestions .....	70
BIBLIOGRAPHY .....	72

## **APPENDICES**

## LIST OF APPENDICES

<b>Appendices</b>		<b>Pages</b>
Appendix 1	Syllabus .....	74
Appendix 2	Lesson Plan .....	75
Appendix 3	Students' name of XIII A .....	76
Appendix 4	Questionnaire .....	78
Appendix 5	Students' score midterm test .....	79
Appendix 6	Students' score cycle 1 .....	80
Appendix 7	Students' score cycle 2 .....	81
Appendix 8	Students' test .....	82