THE EFFECT OF USING MISTAKE BUSTER TECHNIQUE TOWARD STUDENTS' GRAMMAR MASTERY

(An Experimental Research at Eighth Grade Students of SMP N 5 Rejang Lebong in Academic Year of 2022/2023)

THESIS

This thesis is submitted to fulfill the requirement
for 'sarjana' degree in Engliah Language Education

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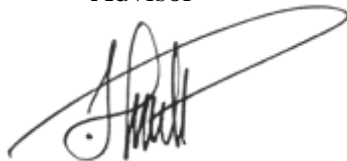
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Assalamualaikum Wr. Wb.

Setelah mengadakan pemeriksaan dan bimbingan serta perbaikan maka kami berpendapat skripsi mahasiswa IAIN Curup prodi Tadris Bahasa Inggris yang bernama **Alan Irawan, NIM 19551004**, yang berjudul **"The Effect of Using Mistake Buster Technique Toward Students' Grammar Mastery (An Experimental Research at Eighth Grade Students of SMP N 5 Rejang Lebong in Academic Year of 2022/2023)"** sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, terima kasih.

Wassalammualaikum Wr. Wb.

Curup, 19 Juli 2023

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Hereby certify that this thesis, entitled "*The effect of Mistake Buster Technique toward Students' Grammar Mastery*" is truly my own work and willing to accept any punishment or sanctions if it violates the applicable regulations in State Islamic Institute of Curup.

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PREFACE

All praises is gratitude toward Allah SWT that the researcher finally finished writing his thesis entitled **" The Effect of Mistake Buster Technque toward Students' Grammar Mastery (An Experimental Research at Eighth Grade Students of SMP N 5 Rejang Lebong in Academic Year of 2022/2023)"**

This Thesis is submitted as a part of the completition sarjana degree in English Tadris Study Program of IAIN Curup. The researcher realizes that this thesis is far from perfect, therefore the researcher really appreciates any suggestion and critics for his thesis to be better in the future.

Last but not least, the researcher hopes that this thesis will be usefull to those who are interested in this study field.

Curup,   10 th 2023

Researcher

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In the name of Allah, The Beneficent, The Merciful

All praises to Allah who has given the writer Blessing and Mercy upon the writer in completing the last assignment in her study. Peace and salutation always be upon to the prophet Muhammad shallallahu 'alaihi wasallam, his family, his companions, and also his followers.

In this occasion, the writer would like to express her greatest appreciation, honour and gratitude to her beloved parents (Mr. Wasis. and Mrs.Mariyem.), for their valuable supports and moral encouragement in motivating the writer to finish this thesis.

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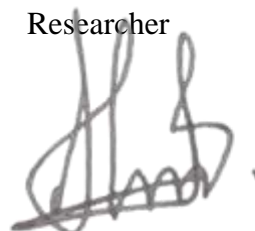
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The writer hopes and wishes for all the people who have been there during her academic life to have Allah's blessings. May Allah help them in everything and give them success in this world and hereafter. The writer realize that this thesis is far from perfection. Therefore, it would be a pleasure to give constructive comments and any kinds of suggestion from the reader in order to create a better research paper in the future.

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Researcher

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MOTTO AND DEDICATION

Motto :

"Always be grateful in any situation"

This thesis is dedicated to :

➢ My beloved mother **Mariyem** and My beloved father **Wasis,** I love you so much. Thanks for your pray and support. You are my motivation.

➢ My beloved sister **Siska Maryana, S. Ag**. Thank you for giving me support and always care to me. All the best for you

➢ This thesis will be such as an endless work without the favor of my great advisors, **Miss Henny Septia Utami, M. Pd and Mam Jumatul Hidayah, M. Pd**. Thanks very much for giving your time to guide me.

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ABSTRACT

Alan Irawan, 2023. *The Effect of Using Mistake Buster Technique toward Stuudents' Grammar Mastery (An Experimental Research at Eighth Grade Students of SMP N 5 Rejang Lebong in Academic Year of 2022/2023)*

Advisor   : Henny Septia Utami, M.Pd

Co-advisor   : Jumatul Hidayah, M.Pd

This research aimed to know : 1) The students' grammar mastery before and after taught by using conventional technique. 2) The students' grammar mastery before and after taught by using Mistake Buster Technique. 3) The effect of Mistake Buster Technique toward students' grammar mastery. The researcher used quasi-experimental design. The population in this research involved all of the students at the eighth grade of SMP N 5 Rejang Lebong. Then the researcher used homogeneity and normality test before chosing the sample. Based on the test result, the researcher chosed VIII A as experimental class and VIII C as control class. Both groups were given 8 treatment. The data was obtained from pre-test and post-test. Based on the findings in this research, the control class mean score was 53,88 in the pre test and 56,63 in the post tes. Meanwhile the experimental class mean score was 53,39 in the pre test and 64,74 in the post test. After all the data obtained, the researcher conducted hypothesis testing. The researcher used parametric statistic T-test exactly independent sample t test. The result of t-test, the two-tailed significance was 0.00 which is < 0.05. Based on the result, the alternative hypothesis was accepted. So the researcher concluded that there is a significant effect of using Mistake Buster Technique toward students' grammar mastery.

Key words : Mistake Buster Technique, Grammar Mastery

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CHAPTER I
INTRODUCTION

A. Background of the Study

Grammar is necessary to express precise meaning discourse[1]. It means that we can't make meaningful and understandable utterances either spoken or written without grammar. Grammar also makes the speakers or writters meaning clear when the situation is lack of contextual information. It is obvious from the preceding explanation that grammar has a significant role in reducing misunderstanding the meaning of spoken or written utterances.

Teaching grammar to the students is very important. According to Hayatul Khaira in her syllabus, the purpose of teaching grammar to junior high students is to make the students be able to construct a simple senetence in a correct rules.[2] In teaching grammar, there are some principles that need to be aware, first is give-to-new principles, where the students background knowledge is used as the resource to connect the given meaning with the new form of meaning mapping. The second principle is the awareness principle, in which awareness is needed to discover new mapping between form and meaning. The last principle is the real-operating condition principle, in which the the proccess of acquiring the form meaning is complete when the learners

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[1] Lynne Cameron, *Teaching Language Young Learners*(Cambridge: Cambridge University Press. 2001), p.98

[2] Hayatul Khaira *"English Syllabus for VIII grade of SMP N 5 Rejang Lebong"*

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can use them in communicative context and focus on the meaning rather than the form.[3]

There are numerous components to studying English grammar that pupils must master such as noun, pronoun, adjective, adverb, tenses, and so on. Tenses are one of the concepts covered in junior high school. Tenses refer to when action verbs or state verbs are used. Tenses are classified into three types: future, present, and past. All of that tense has different function and rules in grammar.

In this research, the researcher only discuss some of the tenses that are taught in junior high school that are simple present tense and simple present continuous tense. The present simple tense is used to describe routine actions and general truths.[4] However, Werner argues that the term "simple present tense" can be used to describe both current events and future events.[5] Therefore, It is critical for student to comprehend both of these materials. This is because, based on the 2013 curriculum syllabus, the basic competencies of simple present tense and simple present continuous tense are things that must be mastered by students in the 2nd semester of class VIII.

However, for many junior middle school students, grammar is a difficult and boring knowledge point.[6] Learning English tenses such as simple present

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[3] Batstone, Rob, and Rod Ellis. "*Principled grammar teaching*." System 37, no. 2 (2009): 194-204.

[4] Murphy, R. *"English grammar in use: self-study guide (Cambridge). txt."* (2015).

[5] Patricia K. Werner, *Interaction II : A Communicative Grammar*. (United States : McGraw-Hill, Inc 1990) p. 12

[6] Si, Sun. *"The Application of Situational Language Teaching in English Grammar Teaching in Junior Middle School-A Case Study of" used to."* (International Journal of Liberal Arts and Social Science 10, no. 2 : 2022).

tense and simple present continuous tense can be difficult for Indonesian students for many reasons. Basically, English grammar is very different with their first and second language. For example, verbs in the simple present tense can be formed by adding an "s," "es," or "ing" ending. For example, the verbs "go-goes", "cook-cooks", and "eat-eating". Their language does not have these rules. Because of that, they often misuse the present simple tense and the present continuous tense when speaking or writing in English.

Mastery of student grammar is influenced by many factors. One of the factors is how effective the teaching and learning process is. The process of explaining a teacher to students is very important for the teaching and learning process. Student learning success can be influenced by an attractive teacher's teaching technique. The teaching and learning process itself influences students' mastery of grammar.

Current grammar teaching in Indonesia is still characterized by adopting traditional teaching methods.[7] traditional teaching grammar teaching mainly depends on translations, introductions, deduction. In traditional grammar class, the teachers dominate the classroom and the student only need to listen and memorize the grammatical rules. It's too passive for the students in this teacher-centered technique. It makes the students have lack chance to express their own thought.[8]

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[7] Milawati, M. "*Grammar translation method: Current practices in EFL Contex*"(Indonesian Journal of English Language Teaching and Applied Linguistic), p. 187-196.

[8] Wang, Ling. "*Research on the application of the mind map in English grammar teaching*." Theory and Practice in Language Studies 9, no. 8 : 2019).

This problem was found in SMP N 5 Rejang Lebong. According to the researchers' observations during the teaching process, the English teacher at SMP N 5 Rejang Lebong uses a teaching approach in which the teacher becomes the center of the teaching and learning process. The teacher explains the material in the book to students and then gives examples to students. The teacher then asks students to complete activities from the textbook. When the student made mistake, the teacher had a role as the mistake corrector. The teacher here dominated the classroom while the students were more passive.

Based on the explanation above, the development of innovative teaching strategies to improve the quality of the teaching and learning process is very important for the success of teaching grammar. English teachers must increase students' knowledge and create a fun and comfortable learning environment. In this study, the researcher intends to test a different teaching technique, switching from teacher-centered to student-centered, in teaching English grammar to students at SMP N 5 Rejang Lebong. Furthermore, the researcher want to test a teaching technique that engages students in the classroom by shifting their position as the mistake corrector, which is typically performed by the teacher, while the teacher became the mistake maker. As a result, the researcher proposed using teaching technique named "Mistake Buster Technique" to teach English grammar at SMP N 5 Rejang Lebong.

According to huyn, Mistake Buster technique is effective technique that is used to direct the students to be actively involved and responsible for learning by correcting the errors in a sentence which is provided by the

teacher.[9] The researcher selected this strategy because it is basic but efficient at gaining students' attention and enthusiasm. The teacher uses this technique to assist pupils learn better by offering them opportunities to reflect on what they've learned and see it from other perspectives. In this case, The students take over the teacher's role as the mistake corrector, meanwhile the teacher became the mistake maker.

Concerning the background above, the researcher conducted research entitile " The Effect of Using Mistake Buster Technique Toward Students' Grammar Mastery" (An Experimental Research at Eighth Grade Students of SMP N 5 Rejang Lebong in Academic Year of 2022/2023).

B. Research Questions

The research questions were formulated as follows according to the research background.:

1. How is the students' grammar mastery before and after taught by using conventional technique?

2. How is the students' grammar mastery before and after taught by using Mistake Buster technique ?

3. Is there any significant effect of using Mistake Buster technique toward students' grammar mastery?

C. Objectives of the Study

The objectives of this study are :

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[9] Huynh, H. K. P. 2003. *Getting Students Actively Involved Using Mistake Buster*. The Internet TESL Journal. Vol. 2.

1. To know the students' grammar mastery before and after taught by using Mistake Buster technique.

2. To know how students' grammar mastery before and after taught by using conventional technique.

3. To know whether Mistake Buster technique has significant effect toward students' grammar mastery.

D. Limitation of the Study

The researcher limit the discussion on the effect of using Mistake Buster technique toward students' grammar mastery particularly in simple present tense and simple present continuous tense at eighth grade students of SMP N 5 Rejang Lebong in academic year 2022/2023.

E. Operational Definition

1. Grammar Mastery

According to Thornburry, "Grammar is a description of the rules that govern how language's sentences are formed."[10] Grammar mastery is defined as the understanding of sentence structure, sentence element, and the knowledge of application of words in a sentence to make a correct and meaningful sentence. In this research, grammar mastery is the eighth grade students of SMP N 5 Rejang lebong understanding of sentence structure, sentence element, and the knowledge of application of words in a sentence to make a correct and meaningful sentence.

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[10] Scott Thornbury, *How to Teach Grammar (Series Editor: Jeremy Harmer)*, (Longman: Pearson Education Limited, 1999), p. 1.

2.   Mistake Buster Technique

Mistake Buster technique is effective technique that is used to direct the students to be actively involved and responsible for learning by correcting the errors in a sentence which is provided by the teacher.[11] In this research, Mistake Buster technique is the teaching technique that is used to teach English grammar for eighth grade students of SMP N 5 Rejang Lebong.

3.   Simple Present Tense

According to Murphy, the simple present tense is used to talk about things in general, something that happens on frequently, and general truth.[12] In this study, simple present tense is grammar material learnt by eighth grade students of SMP N 5 Rejang Lebong which is used to express habits or general truth.

4.   Present Continous Tense

Patricia K. Werner defines present continuous tense as tense that describe what is happening while speaking, what is taking place, or what will happen in the future.[13] In this research, present continuous tense is one of grammar material learnt by eighth grade students SMP N 5

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[11] Huynh, H. K. P. 2003. *Getting Students Actively Involved Using Mistake Buster*. The Internet TESL Journal. Vol. 2.

[12] Murphy, R. *"English grammar in use: self-study guide (Cambridge). txt."* (2015).

[13] Patricia K. Werner, *Interaction II : A Communicative Grammar*. (United States : McGraw-Hill, Inc 1990) p. 12

Rejang Lebong that is used to express action or state that is happening at the moment of speaking.

F.   Hypothesis

The researcher develops the hypothesis as follows.:

Ha = There is a significant effect of using Mistake Buster technique toward students' grammar mastery.

Ho = There is not significant effect of using using Mistake Buster technique toward students' grammar mastery.

G.   Significances of the Study

There are three significant of this study such as follows :

1.   The English teacher

The finding of this research can be used to inform English teachers (particularly those at SMP N 5 Rejang Lebong) about the Mistake Buster technique for teaching grammar to student in the simple present tense. Furthermore, by employing an mistake buster technique in teaching grammar, this study can broaden the teacher's teaching technique.

2.   The Students

Buster technique is expected helping the students more motivated and interested in learning grammar and grammar material will be easier to be mastered by them.

3.   Theoritical Constribution

The finding of this study is expected to support previous theories concerning the influence of implementing the Mistake Buster technique on student grammar mastery.

H.   The Organization of the Research

This study was divided into 5 chapters. The first chapter provides an introduction. In this chapter, the researcher discusses: background of the study, the research questions, objective of the study, delimitation of the study, operational definition, significances of the research, and the organization of the research. Then, the second chapter is review of related literature. In this chapter the researcher elaborate on : definition of grammar, grammar mastery, tenses in English, simple present tense, present continuous tense, concept of teaching grammar, concept of Mistake Buster technique, procedure of Mistake Buster technique, and the advantage of Mistake Buster technique. The third chapter is research methodology including research design, population and sample of the study, procedure of the research, technique of collecting data, instrument of the research, and technique of data analysis. Then, the fourth chapter is finding and discussion. In this chapter, the researcher explain about : finding of the study, hyphotesis testing, and discussion. The last chapter is conclusion and suggestion which includes conclusion, and suggestion.

CHAPTER II

LITERATURE REVIEW

A.   Grammar

1.   Definition of Grammar

A lot of people believe grammar is a dull school topic with little use in everyday life. In fact, Grammar is extremely significant because it is the fundamental knowledge of language that must be understood in order to fully comprehend English. A grammar theory of language is required to assist us comprehend how to construct a sentence or how to interpret a sentence.

According to Thornburry, Grammar is description of the rules which govern how sentences are generated in a language.[14] Grammar explains why the sentence "He is studying right now" is acceptable, but why the sentence "Studying is she right now" is not acceptable. According to Brown, grammar is one of three interrelated components of language. Vocabulary, pronouncition and grammar are the three components of language. In addition, grammar studies sentence structure, including word order, verbs, noun systems, modifiers, phrases, and clauses.[15] Grammatical meaning helps users put words together and organize them into meaningful sentences.

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[14] Scott Thornbury, *How to Teach Grammar (Series Editor: Jeremy Harmer)*, (Longman: Pearson Education Limited, 1999), p. 1.

[15] H. Douglas Brown, *Teaching by Principles An Interactive approach to Language Pedadogy (2nd ed)*, (Longmnan: Pearson Education, 2001), p. 362.

According to Quirk, grammar is the arrangement that governs how words join and develop in sentences.[16] Harmer argues that the grammar of a language is an explanation of how words in a language can change form and be integrated into sentences, and that grammar is a field of language concerned with the structure of sentences or word combinations.[17] That is, students must understand grammar so they can make correct and good sentences

According to Thornbury, grammar is also an act of giving meaning to the speaker or writer in a situation that lacks contextual information.[18] Grammar is very important for language because without it people cannot express their ideas and speech in good sentences, which can lead to misunderstandings.

Depending on the preceding arguments, it is possible to conclude that grammar is a languages rule that regulates the order of words in an expression so that the sentence is well constructed and meaningful. This counts as the foundation of language learning because if pupils understand grammar correctly, they shall be able to produce correct and easy-to-understand phrases. They will eventually be capable to communicate fluently with English.

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[16] Randolph Quirk, *A Comprehensive Grammar of the English Language*, (USA: Longman Inc. New York, 1989), p. 45

[17] Jeremy Harmer*, The Practice of English Language Teaching (3rd ed)*, (Longman: Pearson Education Limited, 2001), p. 12

[18] Scott Thornbury*, Op. Cit,* p. 7.

2. Grammar Mastery

Grammar mastery is the awareness of how phrases are made and to make phrases in language accurately and meaningfully. Purpura states that the term "mastery" includes more than just the area of information in memory or knowledge; it also includes the ability to use these informational structures in certain ways. He then explained that language ability is a person's ability to use mental representations of language knowledge that has been developed through practice or experience in order to convey meaning. After that, he came to the conclusion that grammatical ability can be defined as the ability to use grammatical knowledge accurately and significantly in situations such as testing..[19] It can be said that grammar mastery is defined as the understanding of sentence structure, sentence element, and the knowledge of application of words in a sentence to make a correct and meaningful sentence

3. Tenses in English

Tense, according to Hornby, refers to the form of the verb which shows the relation of time in English verbs.[20] Thomas argues that tense is the use of language to describe relative time, namely time that exists in the past, present, and future.[21] It indicates that if students comprehend

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[19] Purpura, J. *Assessing grammar*. (Cambridge: Cambridge University Press : 2005)
[20] A. S. Hornby. *Guide to Patterns and Usage in English*, (New York: Oxford University Press, 1975), p. 78.
[21] Thomas E. Payne, *Understanding English Grammar* (Cambridge: Cambridge University Press, 2011), p. 279.

the usage of tenses, they will be able to determine and comprehend the time of occurrence in a sentence, whether it is past or present., present or future immedietly which can help them reducing missuderstanding in a communication.

In English, tenses are divided into three categories: past tense, present tense, future tense, and past future tense. The past tense is used to describe events that occurred in the past. Present tense, on the other hand, is used to express actions or events that occur repeteadly and general truth Next is the future tense. Future tense is used to express actions or events that will be happen in the future. It can be inferred that tense is the grammatical statement of relative time, demonstrating that anytime we use a finite verb, we implicitly state whether the actionn or event occurred in the present, past, or future. Verbs that show the time of an action or event are called tenses. To improve students' understanding of grammar, students must learn tenses. This is because not mastering tenses can make sentences useless and meaningless.

4.   Simple Present Tense

General truths and things that happen regularly are uttered using the present simple tense. Depending on Murphy, the simple present tense is employed to discuss about thing in general, something that happen regularly, and general truth. [22]. This shows that the simple present tense could be ultilized to discuss about present as well as things

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[22] Raymod Murphy, *Essential Grammar in Use : Grammar Refference*, (Cambridge University Press, 1998)

that happen regularly and often, or things that are true in general. It doesn't matter whether the action occurs while speaking or not, for example : teacher teaches student in school, most of the restaurants open at 8 a.m in Indonesia.

Simple present is ultilized in describing habits, events, and activitie that occur consistently, fact and general truth, and something that will happen in the future related with schedule or program. According to Azar, simple present tense indicates events or conditions that occur frequently, they exist now, have occurred in the past, and might occur in the futur. [23]

Aided by the swan, the simple present tense is employed when talking a situation or something that happens all the time and recurs. [24] Example : I go to school six times a week. From the definition and example above, it's clear that simple present tense indicates actions or activities that has done by the subject all the time. it is not temporary time, but whenever and wherever. simple present tense function:

a.   To explain about habitual action or something that happens all the time

b.   To explain about general truth[25]

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[23] Betty Schrampfer Azar. *Understanding and Using English Grammar (3rd ed with Answer Key)*, (Longman: USA,1985), p. 2

[24] Swan, Michael, *Practical English Usage*, (Oxford: Oxford University Press, 2000)

[25] Raymond Murphy, *English Grammar in Use*, (Cambridge: Cambridge University Press, 2019), p. 4.

There are many time expressions that is frequently signal simple present tense habitual activities such as the table below :

Table 2.1

Time Signal of Simple Present Tense

All thetime	Everymonth	Often
Always	Everysemester	rarely
Everytime	Everyweek	sometimes
Every hour	Everyyear	usually
Everyday	Never	seldom
Every holiday	Occasionally	habitually

There are two types of simple present tense: those that end in -s or -es and those that don't. The rules for the verb "read" are as follows as an example is as follows :

Table 2.2

Basic Forms of Simple Present Tense

I	Simpleform	I read
You	Simpleform	You read
They	Simpleform	They read
We	Simpleform	We read
She	Simpleform - s	She reads
He	Simpleform - s	He reads
It	Simpleform - s	It reads

Only 3rd singular subject (she, he, it) must have a verb ending with -s. Some verb, however, require the addition of -es or a slight alteration in the ending. The rules are listed in the table below : **Table 2.3**

Characteristic Basic Form of Simple Present Tense

Verb ends in	How to make third person singular	examples
S	+ es	she kisses
Z	+ es	he buzzes
Sh	+ es	she brushes
Ch	+ es	he catches
O	+es	she does
X	+ es	he mixes
Consonant y	Replace the "y" with "ies"	it flies
Anything else	Add -s	she works

Basic form characteristic of simple present tense :

a.   For multiple nouns, the predicate phrase always uses verb 1 and for singular nouns, it uses verb + s/es.

b.   Negative sentence adds do/does + not before the verb

c.   Introgative sentence adds do/does or is/are before the subject

Here is the explanation to make it more specific :

1.   Verbal sentence

   a.   Subject (she, he, it)

      a.   Positive form : S + verb1 (s/es) + o + adj + adv.

b.   Negative form : S + does + not + verb1 + o + adj + adv.

c.   Introgative form : Does + s + verb1 + o + adj + adv ?

Example :

(+) He rides the bike everyday.

(-) He doesn't ride the bike everyday.

(?) Does he ride the bike everyday?

b.   Subject (I, you, they, we, plural noun)

a.   Positiveform   : S + verb 1 + o + adj + adv.

b.   Negative form : S + do + not + verb 1 + o + adj + adv.

c.   Introgative form : Does + s + verb 1 + o + adj + adv + adv ?

Example :

(+)   They sing a song every morning.

(-)   They don't sing a song everyday.

(?)   Do we sing a song everyweek?

2.   Nominal Sentence

a.   Subjects (she, he, it)

a.   Positiveform   : S + is + C.

b.   Negativeform : S + is+not+C.

c.   Introgativeform : Is + s +C?

For instance :

(+)   it is so colorful.

(-)   it is not colorful.

(?)   Is it so colorful?

b.   Subjects (I, you, they, we, plural noun)

1.   Positiveform   : S + are + C.

2.   Negativeform : S + are + not + C.

3.   Introgativeform : Are + s +C.

Examples ;

(+)   they are workers.

(-)   we are not tailor.

(?)   Are andi and anto students?

According to the preceeding explanation, simple present tense is used to represent habitual behavior or actions, as well as general facts. Grammatical mastery is defined as the student's ability to find the correct sentences in verbal and nominal, as well as to recognize the time signals.

5.   **Present Continous Tense**

Based on Werner, tenses that express actions during speaking, activities that is in progress, or future plans are known as present continuous tenses.[26] This shows that the present continuous tense is employed in discussing activitie and actions which occur while speaking.

Meanwile, According to Robert Krohn, present continuos tense forms with form of be and the verb-ing form of the primary verb that implies an activity or occurrence that is currently taking place but may

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[26] Patricia K. Werner, *Interaction II : A Communicative Grammar*. (United States : McGraw-Hill, Inc 1990) p. 12

end at any time.[27] For instance, she is reading. According to the explanation above, the simple present continuous is ultilized to convey activities or event taking place at the moment of speaking. Some functions of this tense :

a. To express about action or activity happening at the moment of speaking

b. To talk about period around the present

c. To talk about changing situation

d. To express about future plan[28]

The present continuous is generated by combining the present auxiliary verb with the present participle (infinitive + ing) . There are four types of present simple tense [29] :

a. Affirmative

The formula of affirmative sentence as follows :

Subject +Tobe (is, am,are) + Present participle (Verb-ing) +Object.

For instance :

Table 2.4

Subject	To be	Present participle	Object
I	am	eating	an apple
She/ he/ it	is	eating	a banana

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[27] Robert Krohn, *English Sentence Structure,* (United States : University of Michigan, 1971) p. 36

[28] Raymond Murphy, *English Grammar in Use*, (Cambridge: Cambridge University Press, 2019), p. 2

[29] A.J Thomson, A.V Martinet, *A Practical English Grammar*, (Oxford : oxford Unoversity Press, 1986) p. 153

You/ they/ we	are	singing	a song

b. Negative

The formula of negative form as follows :

Subject+ Tobe (is, am,are) +not + Present participle +Object

For instance :

Table 2.5

Subject	Tobe	not	Present participle	Object
I	am	not	writing	a novel
She/ he/ it	is	not	writing	a novel
You/ they/ we	are	not	writing	a novel

c. Introgative

The formula of introgative form as follows :

To be (is, am, are) + Subject + Present participle + Object + ?

For example :

Table 2.6

To be	Subject	Present participle	Object
am	i	eating	an apple?
is	She/ he/ it	eating	an apple?
are	You/ they/ we	eating	an apple?

d. Negative introgative

The formula of negative introgative as follows :

Tobe +not + Subject + Presentparticiple +Object + ?

For instance :

Table 2.7

To be	not	subject	Present participle	object
am	not	i	eating	cake?
is	not	She/ he/ it	eating	cake?
are	not	You/ they/ we	eating	cake?

Since the form of the infinitive is not the same for every word, it is important to consider how to change the infinitive to the -ing form. There are several ways to spell the present participle, which are explained below :[30]

a. If verbs finish in single e, the e is dropped before the word ing. For instance, dispute - disputing, hate - hating, love - loving. With the exception of age, dye, and singe, and the verb ending ee: seeing and agreeing.

b. a one-syllable verb begins with a vowel and finishes with a single a consonant that consonant is doubled before -ing, as in hit become hitting.

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[30] A.J Thomson, A.V Martinet, *A Practical English Grammar*, (Oxford : oxford Unoversity Press, 1986) p. 154

c.   If a verb has two or more syllables and end in single consonant, a consonant is doubled if the stres is at the last syllable: admit become admitting, begin become beginning.

d.   "Ing" is able to be given to verbs end in y without affect its spelling, for isntance, carry become carrying, enjoy become enjoying.

e.   If The infinitive finishes with e followed by vowel I, the ie is replaced with y, and then ing is added. For instance, lie-lying, tie-tying, and die-dying.

6.   Assesing Grammar

Teach and assess related relationships. New teaching methods will impact new testing methods. Test designers have changed the way grammar is assessed because of a new model of communicative language skills. Purpura states that the purpose of any grammar test is to measure a student's ability to understand or use grammar to convey meaning in situations where the target language is used. The ability to choose a grammatically correct response from a list of options on a multiple-choice test, to insert a grammatically correct word or phrase in a paragraph or dialogue, to create grammatically correct sentences, or to make judgments about the grammaticality of an utterance can all be indicators of grammar knowledge. [31] The analysis of some international tests has shown that some of them (such as the FCC) concentrate on

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[31] Purpura, JE, "*Assessing Grammar*" (Cambridge University Press : 2005)

tasks that demonstrate how well test-takers control their grammar and vocabulary, while other tests (such as the TOEFL and City and Guilds) measure knowledge of grammar by inferring it from the ability to use grammar correctly while reading or writing. With an eye on both form and meaning, grammar can be evaluated in a communicative setting. The ability to communicate in writing or speech can be examined using closed-item or open-item tasks, such as multiple-choice tests, which can also test grammatical forms and meaning.[32]

B. Teaching Grammar

1. Principle of Teaching Grammar

The teaching principles serve as the main guideline for an effective and productive teaching and learning process. Principles in teaching are the ideas and opinions that teachers have about successful methods of instruction and learning. Teaching grammar follows three principles, according to Batstone and Ellis.[33]

The first principle, give-to-new, uses information from the current world to combine known or given meanings with new form meaning mappings. The process of finding relationships between new forms or functions using the student's background knowledge. This can be done in two ways. First, students are given knowledge about how known

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[32] Bérešová, Jana. "*Assessing grammar and vocabulary–yes or no?.*" (Language, Individual & Society 8 : 2014): 158-166.

[33] Batstone, Rob, and Rod Ellis. "*Principled grammar teaching.*" System 37, no. 2 (2009): 194-204.

meanings are communicated in ways that are not known. For example, students are taught how the present continuous tense is used to indicate an ongoing action. Second, they are taught how the forms they already know to convey meanings they already know can also be used to show other meanings they already know. For example, how can students use the present progressive tense that they already use to indicate an ongoing action to express an action plan

Consciousness is the second principle; the process of mapping meaning or discovering new forms involves awareness. Schmidt's notification hypothesis, which requires language instruction to direct students' conscious attention to grammatical items that would normally go unnoticed when they are presented with meaning-focused input, strongly supports this notion.[34] To increase students' awareness, methods such as explanation of grammar rules, awareness-raising tasks, and increased input can be used.

The principle of apparent operating states, the third principle, states that the mapping of meanings or learning forms is not complete until students can learn them in a communicative context with the primary focus on meaning rather than form. While the previous two concepts see grammar as an object to be studied and examined, this concept sees grammar as a tool for engaging students in effective communication. Focused tasks can be used to apply principles to real

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[34] Schmidt, R. W. (1990). The role of consciousness in second language learning. Applied Linguistics, 11(2), 129-158.

operating conditions. While the main focus is on meaning, the tasks aim to gain use of certain linguistic features. Teachers make instructional choices based on these principles in mind. Consequently, a brief explanation of teacher cognition seems necessary.

2.   Teaching Grammar in Junior High School

When teaching grammar, the teacher must allow students to express their views and opinions. Everyone is aware of how challenging English grammar is to master. To prevent students from getting bored, teachers must use appropriate and interesting technique to teach them.

Teaching grammar means teaching grammar syllabus and using grammar terminology to show the rules of grammar explicitly.[35] General grammar teaching steps :

1.   Give students rules about specific areas of grammar.

2.   Explain the rule by giving one or more examples.

3.   Order and ask the student to memorize the rules.

4.   Give order to the student to give examples based on their knowledge

5.   Correct the example[36]

English is on of the subject in junior high school. One of the curricular goals for English subject is for students to acquire four core English abilities (reading, writing, speaking, and listening) as well as three language components (vocabulary, pronunciation, and grammar).

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[35] Scott, Thornbury. *How to teach grammar*. (1999). p. 23
[36] Abdeslamb Outleb, *The deductive/inductive Approach to Teaching Grammar*, (University Mohammad V de rabat) 2015, p.10-11

It signifies that grammar is one of the subjects that junior high pupils must grasp.

Based on regulations of the Ministry of Education and Culture, students in junior high schools must have certain grammatical abilities. The following table shows the basic competencies and tenses indicators for grade VIII junior high school students, which is one of the grammar competencies :

Table 2.8

Basic Competence of Simple Present Tense and Present

Continuous Tense Mastery for Junior High School Students Eighth

Grade at Second Semester[37]

Basic Competence	indicators
3.7 Applying social functions, text structure, and linguistic elements of oral and written transactional interactions texts that involve the act of giving and asking for informations related to circumstances / actions/ activities/ events that occurs routinely or are general truth. (pay attention to the linguistic elements of the simple present tense). 4.7 Compile very short and simple spoken and written transactional interactions texts that involve the act of giving and asking for informations related to the conditions/actions/activities/events that are carried out/occurring	• Students can identify the affirmative sentence of simple present tense in nominal form • Students can identify the affirmative sentence of simple present tense in verbal form • Students can identify the negative sentence of simple present tense in nominal form • Students can identify the negative sentence of simple present tense in verbal form • Students can identify the introgative sentence of simple present tense in nominal form • Students can identify the introgative sentnce of simple present tense in verbal form

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[37] Hayatul Khaira *"English Syllabus for VIII grade of SMP N 5 Rejang Lebong"*

routinely or are general truths, by paying attention to social functions, text structures and correct linguistic elements and based on context	• Students can identify the adverb of frequency in simple present tense • Students can arrange a simple sentence of simple present tense
3.8 Applying social function, text structure, and linguistic element of oral and written transactional interaction texts that involve the act of giving and asking for informations regarding conditions/actions/activities/events that are being done/going on when spoken, according to the context of its use. (Pay attention to the linguistic elements of the present continuous tense) 4.8 Compile very short and simple spoken and written transactional interaction texts that involves the act of giving and asking for informations regarding conditions/actions/activities/events that are being done/taking place when spoken, taking into account social functions, text structures, and linguistic elements that are correct, and appropriate context.	• Students can identify the affirmative sentence of simple present continous tense • Students can identify the negative sentence of simple present continuous tense • Students can identify the introgative sentence of simple present continous tense • Students can identify the adverb of time in simple present continuous tense • Students can arrange a simple sentence of simple present continuous tense

To lead student to accomplish indicator in the syllabus above, the teacher should consider what teaching technique that is appropriate to teach the material. Student will more easily understand the material, and the tesching-learning process will be successful. In the end, learning goals will be achieved.

C. Mistake Buster Technique

1. Definition of Mistake Buster Technique

Brown defines method as any kind of exercises, activitie, or assignments utilized in the language classrooms to achieve lesson objective. Good teachers chooses an appropriate teaching technique during the learning process. Appropriate teaching technique can determine the success of learning process. There are a lot of techniques to teach, one of which is the Mistake Buster technique for teaching grammar.

The Mistake Buster technique was introduced by Huynh to teach English grammar especially tenses. He stated that Mistake Buster technique is so effective to technique to make the students active in learning process by giving them opportunity to find and correct mistake themselves.[38] The reason behind this idea is to help the students learn better by providing opportunity for them to reflect what they've learn and see it from different angle. In line with that, Syam states that Mistake Buster technique is the technique where the students will take over the role as mistake corrector which is normally done by the teacher, meanwhile the teacher here become the mistake maker.[39]

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[38] Huynh, Hai K.P. *Getting Students Actively Involved Using "The Mistake Buster Technique"*. Retrieved on April, 7 th, 2023 from internet TESL journal, Vol. X No.7, November 2003

[39] Syam, A. T). *Using the Mistake Buster Technique to Improve the English Grammar Mastery*. IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics : 2017) P. 105–114.

In addition, Hanifa and Tiarina states that Mistake Buster technique is a technique where the students actively participate in evaluating grammatical errors that are provided by the teacher.[40] In this way, students will actively find and correct grammatical errors. Moreover the teamwork is also needed in this technique. The students will be separated into some groups, so the students will collaborate with other students in their group to solve the problem.

In conclusion, Mistake Buster technique is effective technique which is ultilized to direct the student to be actively involved and responsible for learning by correcting the errors in a sentence which is provided by the teacher. Since students have to work together with their teammates to solve problems by finding and correcting grammatical errors, this technique makes them more active in the teaching-learning process.

2.   Procedure of Mistake Buster Technique

According to Hyunh, there are several steps using Mistake Buster to teach :

a.   Preparation

1.   Determine the types of errors that are relevant to the subject being taught.

2.   Preparing the mistake, the mistake in this study was false subject-verb agreement and auxiliaries.

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[40] 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

b. Activities

1. First step : Warm up

a. Tell students that they will be following an activity to review material given.

b. Then divide the class into two teams and inform the students that they will be competing in the activity.

c. Make two columns on the white board and ask students to fill the left column with the false subject-verb and subject auxiliary in simple present tense that have been prepared by the teacher.

d. Inform them they have to fix the mistake. They had to raise their hand for permission to give an answer. For each correct answer, the team will obtain ten scores.

e. Start the activity and add up for each team's score when all the mistakes have been corrected.

2. Second step

a. Inform the students that must listen to some short sentences and then some long sentences to find the mistakes or errors in the verbs and auxiliary and correct them using proper grammar rules.

b. Start to read one sentence at a time. Repeat the sentence if they did not catch it the first time.

    c.   Student should raise their hand quickly to get permission to give an answer. The Teams will earn ten points for each correct answer.

3.   Third step

    a.   Inform the students that they are going to listen to a descriptive text and write the verb and auxiliary they think false.

    b.   Read the descriptive text once.

    c.   Read it once more if needed.

    d.   They should raise their hand quickly to get the permission to give an answer.

    e.   Ask the students to say out loud the wrong verb and auxiliaries they heard and the correction as well.

    f.   Keep scoring and add up the scores when all the mistakes have been corrected.

4.   Wrap up

    a.   Give praise the students for their effort.

    b.   Review important point and give more explanation if needed.[41]

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[41] Huynh, Hai K.P.Getting Students Actively Involved Using "The Mistake Buster Technique". Retrieved on April, 7 th, 2023 from internet TESL journal, Vol. X No.7, November 2003

3. **Advantages of Mistake Buster Technique**

The Mistake Buster technique provides numerous benefits for both teachers and students during the teaching- learning process. The advantages such as: (a) students become interested and excited when learning language. They are more motivated to understand and improve the quality of their work when the class devided into some group to compete ; (b) Students have a good opportunity to find their own mistakes, not from the teacher, so they are satisfied when they find their mistakes; (c) This technique can be used by teachers to check how students understand grammar rules; (d) In addition, this technique can help students improve production skills such as writing and pronunciation; and (e) This technique does not frighten or threaten students. to make the learning process fun and entertaining.[42]

D. **Review of Related Finding**

Some earlier studies have relevance for this research topic. The first is Andi Tenrisanna Syam, who has written a piece titled Using the Mistake Buster Technique to Improve Students' Grammar Mastery. This study seeks to determine whether or whether the use of the mistake buster approach may increase English grammatical proficiency, as well as the students' interest in using the technique. The study adopts a quasi-experimental research design. The sample and population consisted of 62 students, 31 students in each

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[42] Huynh, Hai K.P. *Getting Students Actively Involved Using "The Mistake Buster Technique"*. Retrieved on April, 7 th, 2023 from internet TESL journal, Vol. X No.7, November 2003

group. Research data was collected through grammar tests and questionnaires; then, inferential and descriptive statistics were tested using a Likert Scale and SPSS 17.0.[43]

Second, the paper written by Hanifah and Tiarina entitled "Using Mistake Buster Techniques to Teach Grammar to Junior High School Students". The researcher found that when the first graduates of junior high school studied grammar. This study found that Mistake Buster technique allows students to reflect on what they have learned and understand it from a different perspective, which makes it an effective alternative strategy.[44]

Third, Lina Fusha's (2014) English Department of Teacher Training and Education Faculty thesis titled "The Use of Mistake Buster Technique to Improve Students' Grammar Mastery" The purpose is to increase the grammatical mastery of eighth grade pupils at MTS NU Miftahul Maarif Kaliwungu Kudus. Approach used in this study is Classroom Action Research (CAR). To examine the data, the researcher employed observation, questionnaires, andtests. The findings of research demonstrated that the technique could increase students grammar mastery. The average in first cycle is 68,6 and the average in second cycle is 78.[45] This study reveals that the mistake buster technique engages students in examining their grammar

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[43] Andi Tenrisanna Syam, *Using the Mistake Buster Technique to Improve the English Grammar Mastery.* 2017

[44] Hanifah, Gemala Imelda and Tiarina, Yuli. . *Using the Mistake BusterTechnique in Teaching Grammar to Junior High School Students.Padang*:Journal of English Language Teaching. Vol.1 No.2. March 2013. Serie D.

[45] Lina Fusha, *The Use of Mistake Buster Technique to Improve Students' Grammar Mastery*, Final Project, (Kudus: Universitas Muria Kudus, 2014)

mistake committed by the teacher. As a result, this strategy can help students enhance their grammar mastery.

Based on researches above, the researcher found some similarity in the same field which is applying Mistake Buster technique in teaching. But none of the researchers use this technique to teach simple present tense and present continuous tense.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The researcher used a quasi experimental pre test and post test group design because the researcher can't construct group for the experiment, the quasi experimental design contains assignment but not random assignment or individuals to groups.[46] This design is used in this study because creating new classes will disrupt other learning processes at the school. Therefore, if a randomized design is inefficient, researchers should use a quasi-experimental design. The formula for quasi-experiment design is described below :

Table 3.1

Quasi-experimental Pretest and Postest Group Design

Select Control Group	Pre-test	Treatment Using Mistake Buster Technique	Post-test
Select Experimental Group	Pre-test	Treatment Using Error Analysis Draw Game	Post-test

The researcher used two classes, one class became experimental group that was treated with the mistake buster technique and one class became the control group that was taught with the conventional technique. Before treatment, the two classes were given a pretest to determine their ability in the

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[46] John W, Creswell. *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Buston: Pearson, 2012), p. 309.

simple present tense and simple present continuous tense. After that, both groups will be given a post-test.

B.   Population and Sample of the Research

1.   Population

In this study, the population was the total number of the student at 8th grade of SMP N 5 Rejang Lebong academic year of 2022/2023 that consist of 242 students which is devided into eight classes. The researcher display the population of this study:

Table 3.2

Total Number of the Student at the Eighth grade of SMP N 5 Rejang

Lebong Academic year 2022/2023

No	Class	Gender		Total
		Male	Famale	
1.	VIII A	15	16	31
2.	VIII B	12	15	27
3.	VIII C	12	20	32
4.	VIII D	15	16	31
5.	VIII E	17	14	31
6.	VIII F	16	14	30
7.	VIII G	17	14	31
8.	VIII H	17	12	29
	Total	121	121	242

2. Homogenous Sampling

According to Gay and Peter, homogeneous sampling involves selecting participants with similar experience, perspective, and outlook. All students of class VIII SMP N 5 Rejang Lebong who were involved in this study were tested with multiple choice tests to ensure that all students have the same ability. Next, the researcher collects the average score for each class, as shown in the table:

Table 3.3

The result of the test

No	Class	Mean Score
1	VIII A	52,81
2	VIII B	48,89
3	VIII C	53,13
4	VIII D	45,10
5	VIII E	43,39
6	VIII F	47,27
7	VIII G	51,83
8	VIII H	50,23

According to the mean scores of seven classes above in homogeneity test, the researcher took two mean score which had the nearest range. According to the table above, the class that had nearest mean score were VIII A that achieved 52,81 and VIII C which achieved 53,13. Then the researcher conducted homogeneity and normality test to

ensure that the sample was homogenous and the data came from normal distribution.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Class	Based on Mean	.042	1	61	.838
	Based on Median	.036	1	61	.850
	Based on Median and with adjusted df	.036	1	57.069	.850
	Based on trimmed mean	.044	1	61	.834

From that table, the levene significance value based on mean was 0.838 which was higher than 0.05, it means that both class were homogenous. Then the normality test was also ultilized.

Tests of Normality

	Homogeneity and normality test of the sample	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Class	class A	.136	31	.154	.969	31	.487
	Class C	.175	32	.014	.907	32	.010

a. Lilliefors Significance Correction

From the table, the significance value of Kolmogorov-smirnov of class A was 0.154 and class C was 0.014. The significance value from both class were more than 0.05 which mean the data from both class were normal. After conducting those test, the researcher chose Class A and Class C for the sample of the study.

3. Sample

Smaller groups drawn from the larger population serve as representatives of the larger population. Researchers took samples VIII A and VIII C in this study, based on the two classes that had almost the

same scores on the previous homogeneity test. The researcher then used a coin spin to determine the experimental and control classes.[47]

Table 3.4

The Number of Sample

Class	Male	Female	Total
Experimental Class (VIII A)	15	16	31
Control Class (VIII C)	12	20	32
Total Sample			63

C. **Research Prosedure**

The researcher did eight meeting in both classes. To make it clearer, the research procedure can be seen in the diagram below :

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[47] Nurul Zuriah, *Metodologi Penelitian Sosial dan Pendidikan,* (1995). P. 126-130

RESEARCH PROCEDURE

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RESEARCH PROCEDURE
   ┌──────────────┐          ┌──────────────┐
   │ Controll class│         │ Experimental │
   └──────────────┘          └──────────────┘
          │                         │
      ┌────────┐                ┌────────┐
      │Pre-test│                │Pre-test│
      └────────┘                └────────┘
          │                         │
 ┌────────────────────┐   ┌────────────────────┐
 │Treatment (lecturing│   │Treatment ( Error   │
 │ technique)         │   │Analysis Draw Game) │
 └────────────────────┘   └────────────────────┘
          │                         │
      ┌─────────┐               ┌─────────┐
      │Post-test│               │Post-test│
      └─────────┘               └─────────┘
             └──────────┬──────────┘
          ┌─────────────────────────────┐
          │ Score Pre test – Post test  │
          └─────────────────────────────┘
```
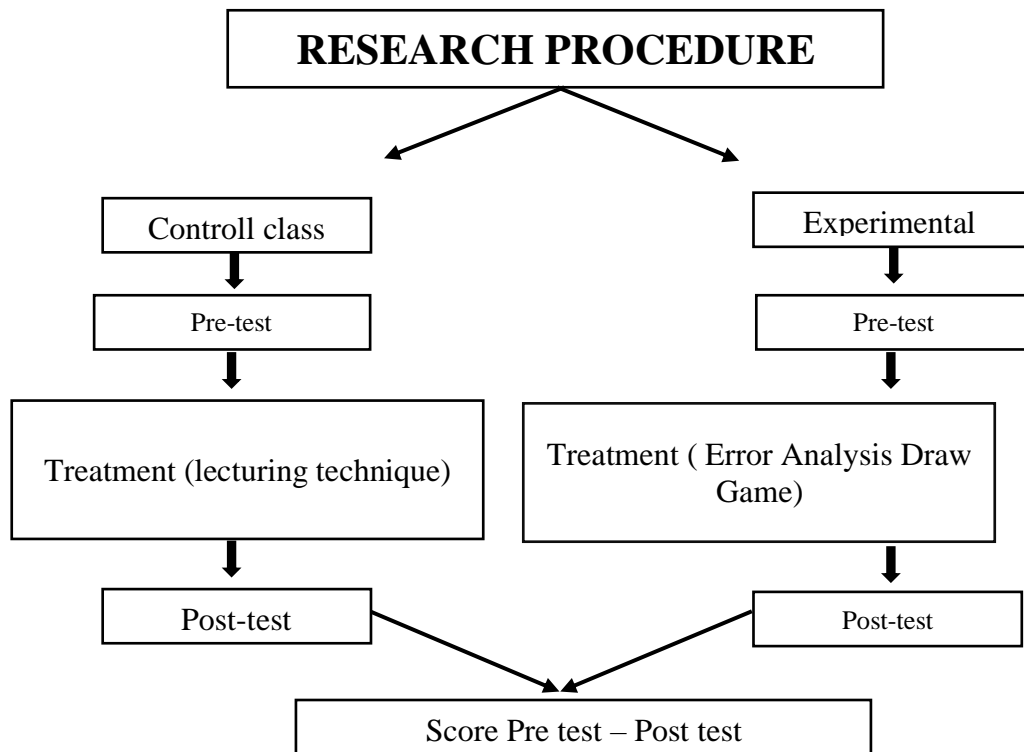
There are some steps in this research including steps in both groups that can be viewed in the table below:

Table 3.5

Research Procedure

Pre teaching activities	Experimental group	Control group
	1. The teacher greet the students and check the attendance list. 2. The teacher asked the students some questions related to the to the topic.	1. The teacher greet the students and check the attendance list 2. The teacher asked some question related to the topic

Whilst teaching activities	**1. First step : Warm up**	1. The teacher explain about the material which is simple present tense, the usage, the rules,the formulas, etc
	a. Tell students that they will be following an activity to learn the present simple tense.	
	b. Divide the class into two teams and inform the students that they will be competing in an activity.	2. The teacher give the example of simple present tense
	c. Make two columns on the white board and ask students to fill the left column with the false subject-verb and subject auxiliary in simple present tense that have been prepared by the teacher.	3. The teacher asked the student to give more example about simple present tense
	d. Inform them they have to fix the mistake.	4. The teacher give the student exercise
	e. They had to raise their hand for permission to give an answer. For each correct answer, the team will obtain ten scores.	5. The teacher asked the student to collect their work
	f. Begin the activity and add up for each team's score when all the mistakes have been corrected.	6. The teacher and students discuss about the exercise

	2. Second step (using short or long sentence)	
	a. Inform the students that must listen to short sentences and then long sentences to find the mistakes in the verbs and auxiliary and correct them using proper simple present tense rules.	
	b. Start to read one sentence at a time. Repeat the sentence if they did not catch it the first time.	
	c. Students should raise their hand quickly to get permission to give an answer.	
	d. The Teams will earn ten points for each correct answer.	
	3. Third step (using descriptive text)	
	a. Inform the students that they are going to listen to a descriptive text and write the verb and auxiliary they think false.	
	b. Read the descriptive text once.	

	c. Read it once more if needed. d. They should raise their hand quickly to get the permission to give the answer. e. Ask the students to say out loud the wrong verb and auxiliaries they heard and the correction as well. f. Keep scoring and add up the scores when all the mistakes have been corrected. 4. Wrap up a. Praise Students for their efforts. b. Review important point or give more explanation if needed.[48]	
Post teaching activities	1. The teacher evaluate the material by asking some student related to simple present tense 2. The teacher give an opportunity to the students to ask	The teacher evaluate the material by asking some student related to simple present tense 2. The teacher review the material and give an

[48] Huynh, Hai K.P.*Getting Students Actively Involved Using "The Mistake Buster Technique*". Retrieved on April, 7 th, 2023 from internet TESL journal, Vol. X No.7, November 2003

	3. The teacher and the students make the conclusion about the material	opportunity to the students to ask 3. The teacher and the students make the conclusion about the material

D. Data Collecting Technique

The researchers took the data from:

1. Pre-test

A pre test is a measurement of a participant's attribute and skill that needs to be assessed in an experiment before receiving a treatment. it is used to determine the students' grammar mastery before treatment. The researcher employed an objective multiple-choice test as a pre-test. There were thirty items, each with four answer choices (A, B, C, D). It was given one hour to complete.

2. Post-test

After the participants receive treatment, the post-test measures the characteristics and abilities of the participants that must be assessed in the experiment. The researcher employed an objective multiple choice test for the posttest, similar to the pretest. After the pretest and treatment, a posttest is given to evaluate students' mastery of the present tense. This

test consists of thirty items and is carried out for one hour. Present tense multiple choice is a type of question with the same scoring system and level of difficulty as the pretest.

E.   Instrument of the Research

Margono said that a research instrument is a tool used by researchers to collect data, which makes it easier because the data is complete and systematic. This research used multiple choice pre test and post test instruments in collecting data on students' grammar, as well as time signatures in verbal and nominal sentences, as well as positive, negative, and interrogative sentences. The instrument made by the researcher was based on SMP VIII grade syllabus in the 2013 curriculum. Contains 35 questions, this test has simple present tense and simple present continuous cases with 4 choices a, b, c, and d. The maximum score is 100 points, while the lowest score is 0.

There were some steps that has done by the researcher making and constructing the instrument. The steps can bee seen in the following frame work :

Framework in Designing the Test[49]

Writing Blueprint/ Test Content Spesification

⬇

Writing Test

⬇

Expert Validation

⬇

Fisrt Revision

⬇

Trying Out the Test

⬇

Analysis

⬇

Final Revision

⬇

Final Form
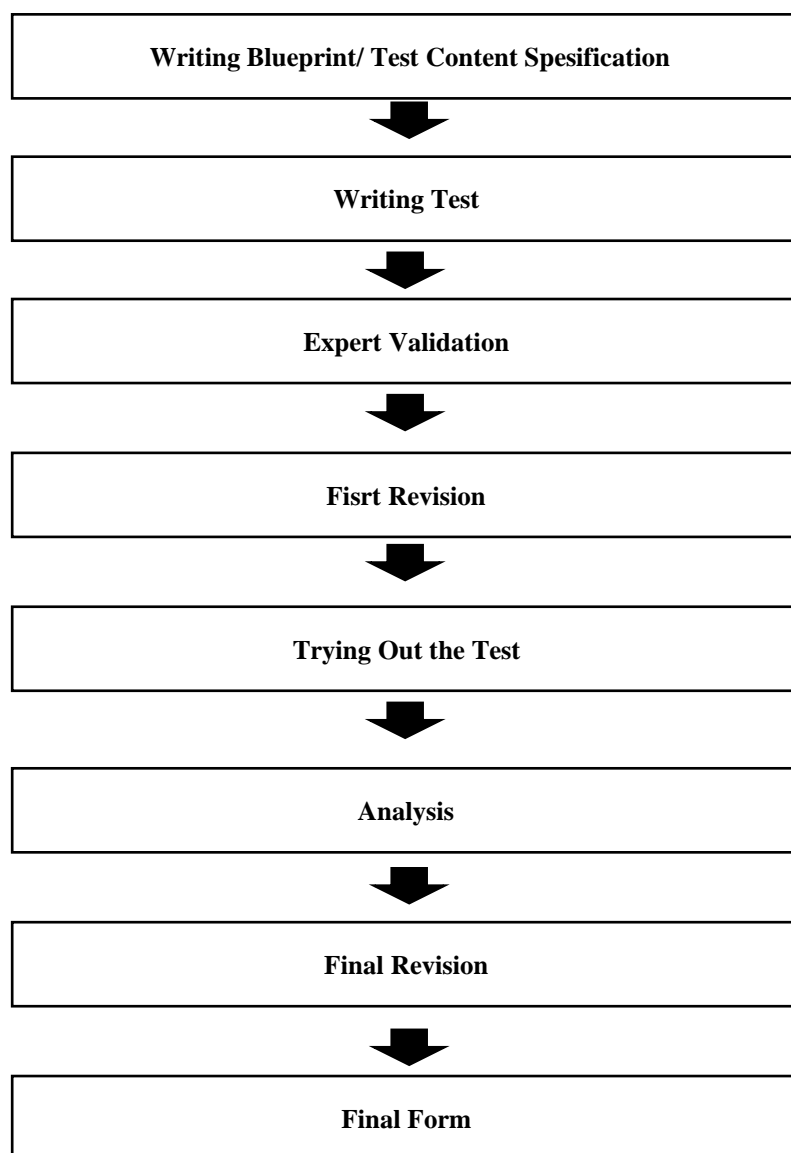
1. Writing Blue Print

The blue print of the test is a guideline in constructing test items.The blue print consists of several points including indentifying syllabus, determining the objectives of the test, kind of test, and

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[49] Sulistiyo, H,H, *Language testing : Some Selected Terminologies and Their Underlying Basic Concept* (State University of Malang, 2002) in Komar's thesis "The Effect of Pow and Tree Strategy Toward Students' Writing Ability in Argumentative Text.

numbers of item of the test. To ensure that the exam has relevant

content, syllabus identification is very important. The syllabus for

SMP VIII Curriculum 2013 forms the basis of this study, as shown

in the table below :

Table 3.6

Basic Competence of Simple Present Tense and Simple Present

Continous Tense for Junior High School Students Eighth Grade at

Second Semester[50]

Basic Competence	aspect	indicator	Item number	Total item
3.7 Applying social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to circumstances / actions/ activities/ events that occurs routinely or are general truth. (pay attention to the linguistic elements of the simple present tense). 4.7 Compile very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information related to conditions/actions/activities/ events that are carried out/occurring routinely or are general truths, by paying	Affirmative sentence of simple present tense	Students can identify the affirmative sentence of simple present tense in nominal form	1,10	2
		Students can identify the affirmative sentence of simple present tense in verbal form	2,13,20	3
		Students can arrange the affirmative sentence of simple present tense in nominal form	7	1
		Students can arrange the affirmative sentence in verbal form	28	1
	Negative sentence of simple present tense	Students can identify the negative sentence of simple present tense in nominal form	6,14	2
		Students can identify the negative sentence of simple present tense in verbal form	15,21,30	3
	Introgative sentence of simple present tense	Students can identify the introgative sentence of simple present tense in nominal form	3,22	2
		Students can identify the introgative sentence of simple present tense in verbal form	8,19,23	3

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[50] English Syllabus for VIII grade of SMP N 5 Rejang Lebong

attention to social functions, text structures and correct linguistic elements and based on context	Adverb of frequency	Students can identify the adverb of frequency in simple present tense	17	1
3.8 Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding conditions/actions/activities/ events that are being done/going on when spoken, according to the context of its use. (Pay attention to the linguistic elements of the present continuous tense) 4.8 Compile very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information regarding conditions/actions/activities/ events that are being done/taking place when spoken, taking into account social functions, text structures, and linguistic elements that are correct and appropriate context	Affirmative sentence of simple present continuous tense	Students can identify the affirmative sentence of simple present continous tense in verbal form	4,12,24	3
		Students can arrange the affirmative sentence of simple present continuous tense in verbal form	18	1
	Negative sentence of simple present continuous tense	Students can identify the negative sentence of simple present continuous tense in verbal form	9,25,27	3
	Introgative sentence of simple present continuous tense	Students can identify the introgative sentence of simple present continous tense in verbal form	5,16,26	3
		Students can arrange the introgative sentence of simple present continuous tense in verbal form	11	1
	Adverb of time	Students can identify the adverb of time in simple present continuous tense	29	1
Total				30

2. Writing the Test

The researcher then writes the instrument. It consists of 35 multiple-choices questions with 4 possible answers, namely a, b, c, and d. The test also must be precise for the blueprint.

3.   Expert Validation

The test then is validated by expert. In this research, the test was checked by one of English lecturer in IAIN Curup, Miss Nastiti Handayani, M. Pd who scientifically possessed qualified major in writing and evaluating test.

4.   First Revision

After passing the expert validation, the researcher than doing revision based on the suggestion from the expert, in which there were some words that need to be changed or deleted.

5.   Trying Out the Test

The aim of the try out is to collect the necessary data using a sufficiently powerful tool. The tryout is done before the real test. In this research, The researcher carried out the try out test to other sample, which had comparable features to the sample in this study. In this case, trials were performed on VIII G, which has comparable features to the sample.

6.   Analysing the Tryout Test

The try out result was analysed to measure the instument validity and reliability.

a.   Validity of the Test

Researchers use validity test to evaluate the validity of the test. To determine validity of the items, the researchers used the product moment correlation formula from Pearson and used the

IBM SPSS version 26. From the calculations performed using SPSS, they found that 30 out of 35 items were valid. The researcher then removes the invalid items. (**See appendix 7**)

b.   Reliability of the Test

In addition, reliability needs to be measured during data collection. Reliability means that the instrument score is consistent and stable even though the test is carried out repeatedly. Researchers used Cronbach Alpha to measure the reliability of instruments in this study. The instrument's Cronbach Alpha score was 0.89. According to Wiratna, a Cronbach Alpha value higher than 0.60 is considered reliable, while a value less than 0.60 is considered not reliable.[51] So, the Cronbach Alpha value of the instrument was 0,89 > 0,60 which mean the instrument was reliable.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	29	100.0
	Excluded[a]	0	.0
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.889	30

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[51] Sujarweni, Wiratna, *Metode Penelitian Bisnis   dan   Ekonomi,* (Yogyakarta : Pustaka Baru Press, 2015) p.169

The instrument's Cronbach Alpha score was 0.89. According to Wiratna, a Cronbach Alpha value higher than 0.60 is considered reliable, while a value less than 0.60 is considered not reliable.[52] So, the Cronbach Alpha value of the instrument was 0,89 > 0,60 which mean the instrument was reliable.

7. Final Revision

After analyzing the test results, the researcher revised the instrument.

8. Final Form

The test is ready to be used for pretest and posttest after and instrumentsthe requirements had been fulfilled. (**see appendix 6**)

F. Data Analysis

1. Scoring System

To assess student learning outcomes, researchers used the Arikunto's formula. For pretest and posttest, the highest score is 100, and the lowest score is 0 :

$$S=\frac{R}{N}100 \quad \text{Note :}$$

S : Score

R : Total of the right answer

N : Total items[53]

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[52] Sujarweni, Wiratna, *Metode Penelitian Bisnis   dan   Ekonomi,* (Yogyakarta : Pustaka Baru Press, 2015) p.169

[53] Suharsimi Arikunto, *Op. Cit.* p. 271

2. **Mean Score**

For both the groups, the researcher used the following formula to calculate the pretest and posttest mean scores.:

$$M = \frac{\sum X}{N}$$

Where :

M   : Mean score

$\sum X$: Total Score

N   : The numbers of student

3. **Hypotesis Testing**

Researchers used the t-test, a parametric statistic that requires two assumptions: the normality test and the homogenity test.

a.   Normality Test

The normality test is ultilized to check whether the data has a normal distribution. Researchers used the Program for Statistics for the Social Sciences, or SPSS, to perform tests of normality in this study. Normality tests known as Kolmogorov-Smirnov and Shapiro-Wilk are used. As follows, the normality test hypothesis is made.:

Ha = data are normally distributed.

Ho = Data is not normally distributed.

The criteria are as follows :

Ha is accepted if sig. $> \alpha = 0.05$

Ha is is accepted if sig. $< \alpha = 0.05$

b.   Homogenity Test

The homogeneity test is ultilized to determine whether the sample population variances are equivalent. To test the homogeneity of the research, researchers used statistical calculations using SPSS. Levene's test is used to test homogeneity. The criteria is as follows :

Ho =The data variance is homogenous

Ha =The data variance is not homogenous

The criteria acceptance or rejection of homoginity test are:

Ho is accepted if Sig. $\geq \alpha = 0.05$

Ha is accepted if Sig. $\leq \alpha = 0.05$

c.   The Hipothesis Testing

After all the assumptiions are proven correct. Then, researchers analyzed the data statistically by using independent sample t tests to compare the data means of each group. Researchers used the SPSS, for statistical calculations in this study. The hypothesis are

Ha :There is a significant effect of using error analysis draw game toward students' grammar mastery.

Ho :There is no a significant effect of using error analysis draw game toward students' grammar mastery.

While the criteria acceptence or rejectionof hypotheses are:

Ha is accepted if sig. $< \alpha = 0,05$; Ho is accepted if sig. $> \alpha = 0,05$

CHAPTER IV

FINDING AND DISCUSSION

A. **Finding**

1. **Students' Grammar Mastery in Control Class (taught by using conventional technique)**

   a. **The result of pre-test in control class**

   The conventional technique was used in the control class VIII C. Before starting the lesson, the researcher gave the students a pretest. The results are shown in the table below, where the student's name is represented by the student's number taken from their attendance list.

   Table 4.1

   The Score of Students' Pre-test in Control Group

No	Students' sequence based on attandnce list	Score (Y)	Y^2
1.	Student 1	40	1600
2.	Student 2	43	1849
3.	Student 3	63	3969
4.	Student 4	46	2116
5.	Student 5	60	3600
6.	Student 6	56	3136
7.	Student 7	60	3600

8.	**Student 8**	**53**	**2809**
9.	**Student9**	**50**	**2500**
10.	**Student10**	**66**	**4356**
11.	**Student 11**	**46**	**2116**
12.	**Student 12**	**46**	**2116**
13.	**Student 13**	**43**	**1849**
14.	**Student 14**	**60**	**3600**
15.	**Student15**	**63**	**3969**
16.	**Student 16**	**53**	**2809**
17.	**Student 17**	**50**	**2500**
18.	**Student 18**	**43**	**1849**
19.	**Student 19**	**60**	**3600**
20.	**Student 20**	**56**	**3136**
21.	**Student21**	**60**	**3600**
22.	**Student 22**	**53**	**2809**
23.	**Student 23**	**46**	**2116**
24.	**Student 24**	**60**	**3600**
25.	**Student 25**	**70**	**4900**
26.	**Student 26**	**66**	**4356**
27.	**Student27**	**43**	**1849**
28.	**Student 28**	**56**	**3136**
29.	**Student 29**	**50**	**2500**

30.	Student30	50	2500
31.	Student31	60	3600
32.	Student 32	53	2809
	Sum	1724	94854

1. **Mean score**

$$My = \frac{\sum y}{N}$$

$$My = \frac{1724}{32}$$

$$My = 53,88$$

2. **Standard deviation**

$$SDy = \sqrt{\frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N-1}}$$

$$SDy = \sqrt{\frac{94854 - \frac{(1724)^2}{32}}{32-1}}$$

$$SDy = \sqrt{\frac{94854 - \frac{2972176}{32}}{31}}$$

$$SDy = \sqrt{\frac{94854 - 92880}{31}}$$

$$SDy = \sqrt{\frac{1974}{31}}$$

$$SDy = \sqrt{64{,}67}$$

$$SDy = 8.04$$

The results of the pretest were ultilized to determine the highest, lowest, total and average scores for each control class. These values are presented by the researcher in the following table:

Table 4.2

Group	Highest score	Lowest Score	Total Score	Mean Score	Standard Deviation
Control	70	40	1724	53,88	8,04

b.   The result of post-test in control class

The post test was used by the researcher in finding the condition of students' grammar mastery after teaching them with conventional technique. 32 students in the control class VIII C underwent the test afterwards. The results are shown in the following table:

Table 4.3

The Score of Students' Post-test in Control Group

No	Students' sequence based on attandnce list	Score (Y)	Y^2
1.	Student 1	46	2116
2.	Student 2	46	2116
3.	Student 3	63	3969

4.	Student 4	43	1849
5.	Student 5	60	3600
6.	Student6	60	3600
7.	Student7	63	3969
8.	Student 8	53	2809
9.	Student 9	56	3136
10.	Student 10	66	4356
11.	Student11	56	3136
12.	Student12	50	2500
13.	Student13	46	2116
14.	Student 14	60	3600
15.	Student 15	66	4356
16.	Student 16	50	2500
17.	Student 17	53	2809
18.	Student18	60	3600
19.	Student 19	63	3969
20..	Student 20	50	2500
21.	Student21	63	3969
22.	Student 22	56	3136
23.	Student23	46	2116
24.	Student24	70	4900
25.	Student25	76	5776

26.	Student 26	63	3969
27.	Student27	50	2500
28.	Student 28	53	2809
29.	Student29	56	3136
30.	Student 30	53	2809
31.	Student31	63	3969
32.	Student 32	53	2809
	Sum	**1812**	**104504**

1. **Mean Score**

$$My = \frac{\sum y}{N}$$

$$My = \frac{1812}{32}$$

$$My = 56{,}63$$

2. **Standard Deviation**

$$SDy = \sqrt{\frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N-1}}$$

$$SDy = \sqrt{\frac{104504 - \frac{(1812)^2}{32}}{32-1}}$$

$$SDy = \sqrt{\frac{104504 - \frac{3283344}{32}}{31}}$$

$$SDy = \sqrt{\dfrac{104504 - \dfrac{3283344}{32}}{31}}$$

$$SDy = \sqrt{\dfrac{104504 - 102604,5}{31}}$$

$$SDy = \sqrt{\dfrac{1899,5}{31}}$$

$$SDy = \sqrt{61,27}$$

$$SDy = 7,83$$

From the the results, the researcher obtained the highest, lowest, total, and average scores from the post test in the control group. As displayed below :

Table 4.4

Post-test result of control group

Group	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Control	76	43	1812	56,63	7,83

c. **The analysis of pre-test and post-test in control group**

The researcher used the results of the control group's pretest and posttest to calculate five elements of score. The results of the five elements of the score were displayed in the table below :

Table 4.5

The Comparative Result between Pre-test and Post-test

in Control Group

Group	Highest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Control	70	76	40	43	1724	1812	53,88	56,63	8,04	7,83

In the control group consisting of 32 students, one student obtained the highest score of 70 and one student obtained the lowest score of 40. In contrast, with the conventional technique, one student obtained the highest score of 76 and the lowest score of 43. Before calculating the average score, the researcher calculated the total scores of 32 students, reaching 1724 in the pretest and 1812 in the post-test. The researcher found that the average score on the pretest was 53.88 and on the posttest was 56.63. The researcher then computed the standard deviation of the results. The pretest standard deviation was 8,04, and the posttest standard deviation was 7,83.

2. **Students' Grammar Mastery in Experimental Group (taught by using Mistake Buster Technique)**

a. **The result of pre-test in experimental class**

The treatment (Mistake Buster Technique) was applied to students of class VIII A, which is an experimental class. Before the teaching-learning process begins, the researcher conducts a pre-test to students. the results of the pre-test was as follows :

Table 4.6

The Students' Score in The Pre-test in Experimental Class

No.	Students' sequence based on attandnce list	Score (Y)	Y^2
1.	Student 1	60	3600
2.	Student 2	46	2116
3.	Student3	40	1600
4.	Student 4	43	1849
5.	Student 5	63	3969
6.	Student 6	53	2809
7.	Student 7	60	3600
8.	Student8	53	2809
9.	Student 9	56	3136
10..	Student10	60	3600
11.	Student11	63	3969
12.	Student 12	46	2116

13.	**Student 13**	**50**	**2500**
14.	**Student14**	**43**	**1849**
15.	**Student15**	**63**	**3969**
16.	**Student 16**	**53**	**2809**
17.	**Student 17**	**50**	**2500**
18.	**Student18**	**43**	**1849**
19.	**Student19**	**60**	**3600**
20.	**Student 20**	**56**	**3136**
21.	**Student 21**	**50**	**2500**
22.	**Student22**	**53**	**2809**
23.	**Student23**	**40**	**1600**
24.	**Student 24**	**60**	**3600**
25.	**Student25**	**73**	**5329**
26.	**Student26**	**70**	**4900**
27.	**Student27**	**43**	**1849**
28.	**Student 28**	**53**	**2809**
29.	**Student29**	**56**	**3136**
30.	**Student30**	**43**	**1849**
31.	**Student 31**	**53**	**2809**
	Sum	**1655**	**91226**

1. **Mean Score**

$$Mx = \frac{\Sigma y}{N}$$

$$Mx = \frac{1655}{31}$$

$$Mx = 53,39$$

2. **Standard Deviation**

$$SDx = \sqrt{\frac{\Sigma y^2 - \frac{(\Sigma y)^2}{N}}{N-1}}$$

$$SDx = \sqrt{\frac{91226 - \frac{(1655)^2}{31}}{31-1}}$$

$$SDx = \sqrt{\frac{91226 - \frac{2739025}{31}}{30}}$$

$$SDx = \sqrt{\frac{91226 - 88355,65}{30}}$$

$$SDx = \sqrt{\frac{2870,35}{30}}$$

$$SDx = \sqrt{95,68}$$

$$SDx = 9.78$$

Based to the result of the pre test, the researcher found the highest, lowest, total, and average scores in the experimental class. These calculations are presented in the table below :

Table 4.7

Pre-test result of experimental group

Group	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Experimental	73	40	1655	53,39	9,78

b. The result of post-test in experimental class

The researcher conducted a post test to 31 students in the experimental group (VIII A) to find out the students' mastery of grammar after using the Mistake Buster technique. The posttest scores are displayed below :

Table 4.8

The Students' Score in The Post-test in Experimental Class

No.	Students' sequence based on attandnce list	Score (Y)	Y^2
1.	Student 1	73	5329
2.	Student 2	66	4356
3.	Student3	60	3600
4.	Student 4	63	3969

5.	Student 5	76	5776
6.	Student 6	60	3600
7.	Student 7	76	5776
8.	Student8	63	3969
9.	Student9	66	4356
10.	Student10	73	5329
11.	Student11	63	3969
12.	Student 12	56	3136
13.	Student 13	70	4900
14.	Student14	56	3136
15.	Student15	73	5329
16.	Student16	66	4356
17.	Student 17	63	3969
18..	Student 18	46	2116
19.	Student19	66	4356
20.	Student20	70	4900
21.	Student 21	66	4356
22.	Student22	56	3136
23.	Student23	46	2116
24.	Student24	73	5329
25.	Student 25	80	6400
26.	Student26	76	5776

27.	Student27	60	3600
28.	Student 28	56	3136
29.	Student29	66	4356
30.	Student30	60	3600
31.	Student 31	63	3969
	Sum	2007	132001

1) **Mean Score**

$$Mx = \frac{\sum y}{N}$$

$$Mx = \frac{2007}{31}$$

$$Mx = 64{,}74$$

2) **Standard Deviation**

$$SDx = \sqrt{\frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N-1}}$$

$$SDx = \sqrt{\frac{132001 - \frac{(2007)^2}{31}}{31-1}}$$

$$SDx = \sqrt{\frac{132001 - \frac{4028049}{31}}{30}}$$

$$SDx = \sqrt{\frac{132001 - 129937{,}065}{30}}$$

$$SDx = \sqrt{\frac{2063,94}{30}}$$

$$SDx = \sqrt{68,80}$$

$$SDx = 8.29$$

The table below displays the result of the post test: highest score, lowest score, total score, average score, and standard deviation.

Table 4.9

Post-test result of experimental group

Group	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Experimental	80	46	2007	64,74	8,29

c. **The analysis of pre-test and post-test result in experimental group**

The researcher collects data on five aspects of the score, which consist of the highest score, lowest score, total score, average score, and standard deviation. The pre-test and post-test results of each experimental group are presented in the table below

Table 4.10

The Comparative Result between Pre-test and Post-test in

Experimental Group

Group	Highest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
Experimental	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
	73	80	40	46	1655	2007	53,39	64,74	9,78	8,29

In experimental group VIII A, that consisted of 31 students, the students' scores before applying the Mistake Buster Technique showed the highest score was 73 for a student and the lowest score was 40 for 2 students. In contrast, after applying the mistake buster Technique to teach grammar to students, one student's highest score was 80 and the lowest was 46 for two students. The researcher then calculated the total score of 31 students, reaching 1655 on the pre-test and 2007 on the posttest. The researcher found that the average score on the pretest was 53.39 and the average score on the posttest was 64.74. The researcher then calculated the standard deviation from the pre- and post test results. The post-test

standard deviation was 8.29, and the pre test standard deviation was 9.78.

3. **The Effect of Mistake Buster Technique Toward Students' Grammar Mastery**

In this case, the comparison of data both groups determines the effect. To explain how the data from the two groups were compared, the researchers used three criteria as a guide. At SMP N 5 Rejang Lebong, the three criteria are based on the curriculum: competency standard points, standard deviation, and average score. To facilitate comparison, the researcher made the following table:

Table 4.11

The comparative result between control and experimental group

Group	Mean Score		Standard Deviation		Students who get the score ≥ 70		Students who get the score < 70	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Control	53,88	56,63	8,04	7,83	1	2	31	30
Experimental	53,39	64,74	9,78	8,29	2	10	29	21

Based on the data in preceeding table, there were 32 students in the control group whose mean pre test score was 53,88 and the mean

post test score was 56,63. Regarding standard deviation, the standard deviation was 8,04 for the pre test and for the post test was 7,83. Additionally, there were 31 students in the control group whose mean pre test score was 53,88 and their mean post test score was 56,63.

In experimental groups, the average pretest score was 53.39 and the post test average score was 64.74, with a standard deviation of 9.78 in pre test and 8.29 in post test. Regarding student competency standards, there were 2 students who scored more than 70 on the pretest and 10 students who scored more than 70 on the posttest. In contrast, there were 29 students who scored below 70 on the pre test and 21 students who scored below 70.

The table above showed that the score of the experimental group is higher than the control group. Comparison of the average scores of the two groups can be seen below :

Table 4.12

The range of increasing score in pre-test and post-test of

experimental and control group

Group	Mean Score		The range of increasing score in pre-test and post-test
	Pre-test	**Post-test**	
Control	53,88	56,63	2,75
Experimental	53,39	64,74	11,35

Based on preeceeding table, the control group obtained an increase in score of 2.75 points between the pre test and post test, with an average score of 53.88 in pre test and 56.63 in post test. In contrast, the experimental group obtained an increase in scores of 11.35 points between the pre test and post test, with an average score of 53.39 in pretest and 64.74 in post test. The results show that students in the experimental group are more adept at using grammar than students in the control group, who are given the same measurement procedure with the same valid instrument.

According to the explanation above, the research treatment is clearly successful. This research even has the potential to significantly improve students' grammar mastery. The following table was created by the researcher to improve understanding of the data from the two groups.:

Table 4.13

The score of pre-test and post-test on both control and

experimental group

No	Subject	Control Group		Experimental Group	
		Pre-test	**Post-test**	**Pre-test**	**Post-test**
1	Student 1	40	46	60	73
2	Student 2	43	46	46	66
3	Student 3	63	63	40	60
4	Student 4	46	43	43	63

5	Student 5	60	60	63	76
6	Student 6	56	60	53	60
7	Student 7	60	63	60	76
8	Student 8	53	53	53	63
9	Student 9	50	56	56	66
10	Student 10	66	66	60	73
11	Student 11	46	56	63	63
12	Student 12	46	50	46	56
13	Student 13	43	46	50	70
14	Student 14	60	60	43	56
15	Student 15	63	66	63	73
16	Student 16	53	50	53	66
17	Student 17	50	53	50	63
18	Student 18	43	60	43	46
19	Student 19	60	63	60	66
20	Student 20	56	50	56	70
21	Student 21	60	63	50	66
22	Student 22	53	56	53	56
23	Student 23	46	46	40	46
24	Student 24	60	70	60	73
25	Student 25	70	76	73	80
26	Student 26	66	63	70	76

27	Student 27	43	50	43	60
28	Student 28	56	53	53	56
29	Student 29	50	56	56	66
30	Student 30	50	53	43	60
31	Student 31	60	63	53	63
32	Student 32	53	53		
	Total	1724	1812	1655	2007
	Mean score	53,88	56,63	53,39	64,74

Based on the preceeding table, it is clear that the scores both groups increase from pre test to pos ttest. The mean value of the control group increase from 53.88 in the pretest to 56.63 in the posttest. The experimental group's mean score also increased, but higher, from 53.39 in the pre test to 64.74 in the post test. These results indicate that students' grammar mastery was influenced by both technique the conventional technique for the control group and the mistake buster Technique for the experimental group. The Mistake Buster technique, on the other hand, has a bigger impact than conventional technique.

B. Hypothesis Testing

Researchers used the t-test, a parametric statistic, to test the research hypothesis. Calculations with the t-test are needed to determine which hypothesis are accepted and which are rejected. The t test is ultilized to

determine significant difference between the average scores of the both groups. Below are the scores of both classes:

Table 4.14

The score of post-test in control and experimental group

No	Subject	Control Group		Experimental Group	
		Y	Y^2	X	X^2
1	Student 1	46	2116	73	5329
2	Student 2	46	2116	66	4356
3	Student 3	63	3969	60	3600
4	Student4	43	1849	63	3969
5	Student5	60	3600	76	5776
6	Student6	60	3600	60	3600
7	Student7	63	3969	76	5776
8	Student 8	53	2809	63	3969
9	Student 9	56	3136	66	4356
10	Student 10	66	4356	73	5329
11	Student 11	56	3136	63	3969
12	Student 12	50	2500	56	3136
13	Student 13	46	2116	70	4900
14	Student 14	60	3600	56	3136
15	Student 15	66	4356	73	5329
16	Student 16	50	2500	66	4356

17	Student 17	53	2809	63	3969
18	Student 18	60	3600	46	2116
19	Student 19	63	3969	66	4356
20	Student 20	50	2500	70	4900
21	Student 21	63	3969	66	4356
22	Student 22	56	3136	56	3136
23	Student 23	46	2116	46	2116
24	Student 24	70	4900	73	5329
25	Student 25	76	5776	80	6400
26	Student 26	63	3969	76	5776
27	Student 27	50	2500	60	3600
28	Student 28	53	2809	56	3136
29	Student 29	56	3136	66	4356
30	Student 30	53	2809	60	3600
31	Student 31	63	3969	63	3969
32	Student 32	53	2809		
	Total	1812	104504	2007	132001
	Mean score	56,63		64,74	

Before examining the hypothesis using t test, there were 2 assumptions need to be fulfiled, those were normality test and homogenity test.

1. Normality test

The researcher utilized IBM SPSS to perform the Kolmogorov-Smirnov normality test, and the results were as follows :

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score_of_Control_and_Experimental_Class	Control Class	.116	32	.200[*]	.964	32	.360
	Experimental Class	.117	31	.200[*]	.959	31	.271

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results above show that the Kolmogorov-Smirnov significance value for both classes is 0.200, respectively. The Kolmogorov-Smirnov value for these two classes is 0.200 greater than 0.05, which indicates that the data in both classes are normally distributed.

2. Homogeneity test

The homogeneity test was used by researchers using the Levene test in SPSS to find out whether the variances of both groups data were the same. The result looks as follows :

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score_of_Control_and_Experimental_Class	Based on Mean	.000	1	61	.995
	Based on Median	.001	1	61	.971
	Based on Median and with adjusted df	.001	1	59.262	.971
	Based on trimmed mean	.001	1	61	.980

Based on the findings above, the significance value of 0.995 is greater than 0.05 and the value of Ha is accepted. This shows that the data from both classes are the same.

3. Hipothesis testing

To determine the significance of the treatment, the normal and homogeneous data requirements were met and an independent t test was used to calculate the data. The hypothesis is as follows:

Ha = There is a signigifacant effect of using Mistake Buster Technique toward Students' Grammar Mastery

Ho = There isn't signigifacant effect of using Mistake Buster Technique toward Students' Grammar Mastery

The researcher uses SPSS to calculate the t-test, and the results are as follows: Ha is accepted if <0.05 and Ho is accepted if >0.05.

T-Test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score_of_Control_and_Ex perimental_Class	Control Class	32	56.63	7.828	1.384
	Experimental Class	31	64.74	8.294	1.490

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Difference
						Significance		Mean	Std. Error	
		F	Sig	t	df	One-Sided p	Two-Sided p	Difference	Difference	Lower
Score_of_Control_and_Ex perimental_Class	Equal variances assumed	.000	.995	-3.996	61	.000	.000	-8.117	2.031	-12.179
	Equal variances not assumed			-3.992	60.509	.000	.000	-8.117	2.033	-12.183

The results show that the two-sided significance value is 0.00, which means that the significance value of 0.00 is smaller than 0.05. As a result, Ha is accepted, and Ho is rejected. The researcher finally came

to the conclusion that the application of Mistake Buster Technique Technique had a significant effect on students' grammar mastery.

C. Discussion

As described in previous chapters. Next, the researcher examines how the application of Mistake Buster technique technique to students' grammar mastery in class VIII SMP N 5 Rejang Lebong affects the population of this study. The results show that the use Mistake Buster Technique has a significant effect on students' grammar mastery; this is especially true for the experimental group. The results show that the experimental group that was taught with the Mistake Buster got a higher score than the control group that was taught with the conventional technique.

Before the treatment, control group's mean score was 53,88. After the treatment, the mean score was increased by 2,75 became 56,63. It mean that there was an increase range of the score in control group that was taught by using conventional technique. Meanwhile, the mean score of experimental group before the treatment was 53,39. After implementing the treatment that is Mistake Buster Technique, the mean score increased 11,35 points became 64,74. From that data, it's clear that there was significant effect of using Mistake Buster Technique toward students' grammar mastery because the increasing score in experimental was higher than the increasing score in control group after they were taught by using different technique.

The results of the research above show that the Mistake Buster Technique has a significant impact on students' grammar mastery. There are

a number of reasons why the experimental group post test results were better. In line with the theory, Mistake Buster technique is so effective technique to make the students active in learning process because they had a lot of opportunities to identify the mistake and correct it by themselves. This technique also gave some advanteges to the students.[54] First, the Mistake Buster technique involves in-class competition where each team competes to find and correct mistakes to get the highest score. Second, this technique does not frighten or threaten students, so students can find their own mistakes rather than the teacher. Lastly, this technique makes the learning process fun and non-threatening.

The researcher processed the research data and found a significance t-test of 0.00, which means that the hypothesis Ha is accepted and the hypothesis Ho is rejected. Therefore, the researcher concludes that the use of the Mistake Buster Technique has a significant effect on students' grammar mastery.

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[54] Huynh, Hai K.P. *Getting Students Actively Involved Using "The Mistake Buster Technique"*. Retrieved on April, 7 th, 2023 from internet TESL journal, Vol. X No.7, November 2003

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

The researcher concluded the research by focusing on three research questions :

1. **Students' grammar mastery before and after taught by using conventional technique**

   The students' grammar mastery in control group before conventional technique was applied have the condition respectively not good. The mean score in the pretest was 53,88 and the standard deviation was 8,04. However it wasn't significant, the mean score in the post test was increased by 2,75 become 56,63 and the standard deviation was 7,83.

2. **Students' grammar mastery before and after taught by using Mistake Buster Technique**

   The students' grammar mastery in experimental group before the treatment was implemented also had the condition repectively not good. The mean score in the pre test was 53,39 and the standard deviation was 9,78. However, after Mistake Buster Technique was applied, there's significant improvement of the mean score in the post test reaching 11,35 points. The mean score of the post test become 64,74 and the standard deviation was 8,29.

3. **The effect of Mistake Buster Technique toward students' grammar mastery**

The Mistake Buster Technique has a positive effect on students' grammar mastery. The results of the "t" calculation indicate that the researcher conducted t-test to test the hypothesis. Calculations show that the t significance of two-tailed was 0.00 which is lower than 0,05. The researcher then came to the conclusion that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted which mean that there is a significant effect using Mistake Buster Technique toward students' grammar mastery.

B. **Suggestion**

After conducting the research which was about the effect of using Mistake Buster Technique toward students' grammar mastery, the researcher got the result and concluded it, then the researcher made some suggestion related to the study.

1. **For the teacher**

One alternative technique to teach grammar is the Mistake Buster Technique. By using this technique, the teachers will be able to make more competition in class and the students will be more interested in identifying their own mistakes.

2. **For the students**

Regarding to the result of the research, it is suggested for the student to apply this technique when dealing with grammar. Students

should also participate more actively in the learning process. They also have to study the material before and after the teacher gives it. This will make students better understand what they are learning.

3. **For other researchers**

For other researchers, Mistake Buster Technique in teaching grammar might be applicable in other schools or even in other English skills. Other researchers may also use this research as a basis for their own research projects.

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APPENDIX

Nomor : 3₡₿ Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

| Menimbang | : | a. | Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ; |
| | | b. | Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ; |

Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3364 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup Nomor : 6317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

| Memperhatikan | : | 1. | Surat Rekomendasi dari Ketua Prodi TBI Nomor :B-137/FT.5 /PP.00.9/05/2023 |
| | | 2. | Berita Acara Seminar Proposal Pada Hari Senin, 17 April 2023 |

MEMUTUSKAN:

Menetapkan

| Pertama | : | 1. | Henay Septia Utami, M.Pd | 2020108101 |
| | | 2. | Jumatul Hidayah, M.Pd | 19780224 200212 2 002 |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

NAMA	:	Alan Irawan
NIM	:	19551004
JUDUL SKRIPSI	:	**The Effect of Using Mistake Buster Technique toward** Students' Grammar Mastery

| Kedua | : | Proses bimbingan dilakukan sebanyak 8 kali pembimbing 1 dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ; |

| Ketiga | : | Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ; |

| Keempat | : | Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ; |

| Kelima | : | Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ; |

| Keenam | : | Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; |

| Ketujuh | : | Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ; |

Ditetapkan di Curup
Pada tanggal Mei 2023
Dekan

Hamengkubuwono

Tembusan :
1. Rektor
2. Bendahara IAIN Curup.
3. Kabag Akademik kemahasiswaan dan kerja sama.
4. Mahasiswa yang bersangkutan.

Nomor   : 3rč ...In.34/FT.PP.00.9/05/2023   22 Mei 2023
Lampiran : Proposal dan Instrumen
Hal   : Permohonan Izin Penelitian

Kepada Yth. **Kepala Dinas Penanaman Modal dan**

Pelayanan Terpadu Satu Pintu (PTSP)

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	Alan Irawan
NIM	19531004
Fakultas/Prodi	Tarbiyah / TBI
Judul Skripsi	The Effect of Using Mistake Buster Techniques toward Students' Grammar Mastery
Waktu Penelitian	22 Mei 2023 s.d 22 Agustus 2023
Lokasi Penelitian	Kab. Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan kirnya diucapkan terimakasih.

a.n Dekan
Wakil Dekan I

Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;
1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

SURAT IZIN
Nomor : 503/ 262 /IP/DPMPTSP/V/2023

TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 386/In.34/FT/PP.00.9/05/2023 tanggal 22 Mei 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL	:	Alan Irawan/ Oku Timur, 31 Agustus 2001
NIM	:	19551004
Pekerjaan	:	Mahasiswa
Program Studi/Fakultas	:	Tadris Bahasa Inggris (TBI) / Tarbiyah
Judul Proposal Penelitian	:	The Effect Of Using Mistake Buster Technique Toward Students' Grammar Mastery
Lokasi Penelitian	:	SMP Negeri 5 Rejang Lebong
Waktu Penelitian	:	25 Mei 2023 s/d 22 Agustus 2023
Penanggung Jawab	:	Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :
a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon
d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 25 Mei 2023

Plt Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong

AGUS, SH
Pembina/ IV.a
NIP. 19780810 200903 1 004

Tembusan :
1. Kepala Badan Kesbangpol Kab. RL.
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMP Negeri 5 Rejang Lebong
4. Yang Bersangkutan
5. Arsip

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/ 210 / PL /SMP.5/RL/2023

Yang bertanda tangan di bawah ini Kepala SMP Negeri 5 Rejang Lebong dengan ini menerangkan bahwa :

Nama	:	ALAN IRAWAN
Tempat Tgl/ Lahir	:	Oku Timur, 31 Agustus 2001
NIM	:	19551004
Fakultas	:	Tadris Bahasa Inggris (TBI) / Tarbiyah
Tempat Penelitian	:	SMP Negeri 5 Rejang lebong

Nama tersebut telah melaksanakan Penelitian dengan Judul " **The Effect Of Using Mistake Buster Technique Toward Student Grammar Mastery**" di SMP Negeri 5 Rejang Lebong yang dilaksanakan pada tanggal 25 April Mei 2023 S/d 22 Agustus 2023.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Curup, 22 Juli 2023
Kepala Sekolah

EVI NOVIYANTI S.Pd
NIP 198005222005022002

Appendix 1

SILABUS BAHASA INGGRIS

Satuan Pendidikan   **: SMP NEGERI 5 REJANG LEBONG**
Kelas   **: VIII**
Kompetensi Inti   :

- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)	• Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Simple Present Tense*.	- Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal peserta didik, dengan ucapan dan tekanan kata yang benar
4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur	- Adverbia: *always, often, sometimes, never, usually, every* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks - Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam

kebahasaan yang benar dan sesuai konteks	• Topik Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI	teks pada konteks lain
		- Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah
		- Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana
		- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya
		- Melakukan refleksi tentang proses dan hasil belajarnya
3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)	• Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Present Continuous Tense* - Adverbia: *now* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	- Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi - Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh
4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur		

kebahasaan yang benar dan sesuai konteks	• Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	anggota keluarga mereka - Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) - Membuat teks pendek berdasarkan tampilan visual lainnya - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah	: SMP N 5 Rejang Lebong
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Genap
Materi Pokok	: teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum
Alokasi Waktu	: 1 x pertemuan (80 menit)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Menyebutkan keadaan/ tindakan/kegiatan/ kejadian di sekolah, atau rumah yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum
2. Mengidentifikasi ungkapan-ungkapan yang menunjukkan keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ **Media:** Papan tulis, Kertas
- ❖ **Alat/Bahan:** spidol, penghapus, papan tulis
- ❖ **Sumber Belajar:** The Bridge English Competence for SMP Grade VIII, When english rings a bell, Grammar in use

C. Technique

Mistake Buster Technique

D. Procedure of teaching

● Pre Activity
Orientation : Preparing the student to study ; greeting ; cheking the attendance list
Apperception : Giving the students some questions leading to the topic will be taught
Motivation : Making the students interest in learning

Whilst activity	
Explorati on	- Tell students they are going to have an activity to review the Simple Present Tense. - Divide the class into two teams and tell them they are going to compete in the activity. - Make two columns on the white board and ask students to fill the left column with many verbs in the Present Tense. - Tell them they have to find the past tense forms for all the verbs. They have to raise their hands quickly to get the permission to give an answer. For each correct answer, the team will score ten points. - Begin the activity and add up the scores for each team when all the verbs have been changed to the Simple Past Tense.
Elaboratio n	- Tell students that they have to listen to short sentences and then long sentences to find the mistakes subject-verb or auxialiary agreement and correct them. - Start reading one sentence at a time. Repeat the sentence if they did not understand it the first time. - Tell students they are going to listen to a descriptive text and write down the subject-verb or auxialiary agreement they think are wrong. - Read the descriptive text at a normal speed once. - Read it again if necessary. - They have to raise their hands quickly to get the permission to give an answer
Confirmat ion	- Students have to raise their hands quickly to get the permission to give an answer. For each correct answer, the team will score ten points. - Keep scores and add them up after all sentences have been read and corrected. - Ask them to say out loud the wrong verbs they heard and the correction as well. - Keep score and add them up when all the verbs have been corrected.

Post activity
Praise students for their efforts and then review important points or give more explanation if necessary
The teacher makes the summary and The teacher gives the explanation for the next topic

E. **Penilaian Hasil Pembelajaran**

Instrument : test

Type : Multiple choice

Students' worksheet meeting 1

My puppy, Ross

Ross **are** a small puppy. His size are as big as the palm of my hand. Ross **are** so fragile. Sometimes I **afraids** I will hurt him if I want to take him up. My father finds Ross near our house, crying looking for his mom. But Dad can't see her, so Dad **decide** to bring him home and give him some comfort. Ross is a good eater. He always **finish** everything we gave him. Now, it's been a year since Ross come to our family. His small body **have** grown up into a size of a football ball. Ross **are** a good dog, and we **loves** him so much.

Students' worksheet meeting 2

The Orangutan

The Orangutan **are** a species of the ape. It **have** long arms and hands, with very long fingers. It **are** much larger than the ape, and some have been found about six feet high, when standing erect. It **are** capable of walking nearly erect, but the usual gait on the ground is like a cripple who supports himself on his hands, and draws his body forward. Its home, like the monkey family, is on the trees. The hair is of a brownish red color, and covers his back, arms, legs, and the outside of his hands and feet. The face has no hair except whiskers on its side. He **inhabit** Malacca, Cochin China, and particularly the island of Borneo.

Students worksheet meeting 3

The Sea Eagle

The sea eagle **have** color feathers is light brown. It has a strong and sharp yellowish beak. Its claws **is** very sharp. It **hunt** for fish in the sea but sometimes it hunts

chickens and small birds. Eagles **has** many sizes, shapes and colors, but the sea eagle is easy to recognize because it **have** a strong a streamlined, sharp beak, and a stream-line bod. It forelimbs (or arms) serve a wings This means that they is a little use for anything expect flying. it **walk** on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that none-flying animals do with paws, claws, or hands on their forelimbs.

Students' worksheet meeting 4

The Ants

Ants are members of insects that have more than 12,500 species where the majority live in the tropics. Ants **is** members of the Formicidae tribe with the Hymenoptera nation. Ants **is** known as social insects because they live together or in colonies. A nest **are** formed regularly and has members of thousands of ants in each colony with different tasks. One ant colony **consist** of several tasks that are divided, namely queen ants, male ants, worker ants to guard ants. A colony **have** a large territory and is able to support their life. Ants **has** a relatively small body size, but ants **is** said to be the strongest animal in the world because they are able to support a heavy load of fifty times their own weight.

Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah	: SMP N 5 Rejang Lebong
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Genap
Materi Pokok	: teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang sedang dilakukan/terjadi saat diucapkan
Alokasi Waktu	: 1 x pertemuan (80 menit)

A. Tujuan Pembelajaran
Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
1. Menyebutkan keadaan/ tindakan/kegiatan/ kejadian di sekolah, atau rumah yang sedang dilakukan/terjadi saat diucapkan
2. Mengidentifikasi ungkapan-ungkapan yang menunjukkan keadaan/ tindakan/kegiatan/ kejadian yang sedang dilakukan/terjadi saat diucapkan

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar
- ❖ **Media:** Papan tulis, Kertas
- ❖ **Alat/Bahan:** spidol, penghapus, papan tulis
- ❖ **Sumber Belajar:** The Bridge English Competence for SMP Grade VIII, When english rings a bell, Grammar in use

C. Technique
Mistake Buster Technique

D. Procedure of teaching

● Pre Activity
Orientation : Preparing the student to study ; greeting ; cheking the attendance list
Apperception : Giving the students some questions leading to the topic will be taught
Motivation : Making the students interest in learning

Whilst activity	
Explorati on	- Tell students they are going to have an activity to review the Simple Present continuouous Tense. - Divide the class into two teams and tell them they are going to compete in the activity. - Make two columns on the white board and ask students to fill the left column with many verbs in the Present continuousTense. - Tell them they have to find the past tense forms for all the verbs. They have to raise their hands quickly to get the permission to give an answer. For each correct answer, the team will score ten points. - Begin the activity and add up the scores for each team when all the verbs have been changed to the Simple Past Tense.
Elaboratio n	- Tell students that they have to listen to short sentences and then long sentences to find the mistakes subject-verb or auxialiary agreement and correct them. - Start reading one sentence at a time. Repeat the sentence if they did not understand it the first time. - Tell students they are going to listen to a text and write down the subject-verb or auxialiary agreement they think are wrong. - Read the simple present continuous text at a normal speed once. - Read it again if necessary. - They have to raise their hands quickly to get the permission to give an answer
Confirmat ion	- Students have to raise their hands quickly to get the permission to give an answer. For each correct answer, the team will score ten points. - Keep scores and add them up after all sentences have been read and corrected. - Ask them to say out loud the wrong verbs they heard and the correction as well. - Keep score and add them up when all the verbs have been corrected.

Post activity
Praise students for their efforts and then review important points or give more explanation if necessary
The teacher makes the summary and The teacher gives the explanation for the next topic

E. **Penilaian Hasil Pembelajaran**

Instrument : test

Type   : Multiple choice

Students' worksheet meeting 5

1. My father **are read** the newspaper now
2. They **is** listening to the music
3. He **are go** to school at the moment.
4. Andi **eat** a banana right now.
5. My mother cook in the kitchen now

Students' worksheet meeting 6

Amina **are visit** her grandmother now. She loves her grandma so much. They arrived around 8am, now Amina is **sit** on her grandma lap. She **are** listening to a story, about the witches now. She loves every time her grandma tell her a story. She **watching** her grandma act as a witch and she smiles at the moment. They **going** outside after story time, now Amina and her grandma **sitting** at the balcony, she is holding Amina's hand with love.

Students' worksheet meeting 7

1. Ana and Bella **is** making cake right now.
2. They **is** looking at me now.
3. He **are** running to the market at the moment.
4. I **are read** a book now
5. He helping his father now.

Students' worksheet meeting 8

Today is Saturday. My mom **are** making the cheese cake at the kitchen now. my brother **am shower** in the bathroom now. My Father **are** reading newspaper at the moment. Today my aunt is **comes** to visit us. With both arms wide open she is hug me tightly. Now, we **is sit** in the living room, we **drinking** tea when my brother comes, she is crying while hugging my brother, it has been long time since the last time she saw him.

Appendix 4

Basic Competence of Simple Present Tense and Simple Present

Continous Tense for Junior High School Students Eighth Grade at

Second Semester[55]

Basic Competence	aspect	indicator	Item number	Total item
3.7 Applying social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to circumstances / actions/ activities/ events that occurs routinely or are general truth. (pay attention to the linguistic elements of the simple present tense). 4.7 Compile very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information related to conditions/actions/activities/ events that are carried out/occurring routinely or are general truths, by paying attention to social functions, text structures and correct linguistic elements and based on context	Affirmative sentence of simple present tense	Students can identify the affirmative sentence of simple present tense in nominal form	1,10	2
		Students can identify the affirmative sentence of simple present tense in verbal form	2,13,20	3
		Students can arrange the affirmative sentence of simple present tense in nominal form	7	1
		Students can arrange the affirmative sentence in verbal form	28	1
	Negative sentence of simple present tense	Students can identify the negative sentence of simple present tense in nominal form	6,14	2
		Students can identify the negative sentence of simple present tense in verbal form	15,21,30	3
	Introgative sentence of simple present tense	Students can identify the introgative sentence of simple present tense in nominal form	3,22	2
		Students can identify the introgative sentence of simple present tense in verbal form	8,19,23	3
	Adverb of frequency	Students can identify the adverb of frequency in simple present tense	17	1

[55] English Syllabus for VIII grade of SMP N 5 Rejang Lebong

3.8 Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding conditions/actions/activities/ events that are being done/going on when spoken, according to the context of its use. (Pay attention to the linguistic elements of the present continuous tense) 4.8 Compile very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information regarding conditions/actions/activities/ events that are being done/taking place when spoken, taking into account social functions, text structures, and linguistic elements that are correct and appropriate context	Affirmative sentence of simple present continuous tense	Students can identify the affirmative sentence of simple present continous tense in verbal form	4,12,24	3
		Students can arrange the affirmative sentence of simple present continuous tense in verbal form	18	1
	Negative sentence of simple present continuous tense	Students can identify the negative sentence of simple present continuous tense in verbal form	9,25,27	3
	Introgative sentence of simple present continuous tense	Students can identify the introgative sentence of simple present continous tense in verbal form	5,16,26	3
		Students can arrange the introgative sentence of simple present continuous tense in verbal form	11	1
	Adverb of time	Students can identify the adverb of time in simple present continuous tense	29	1
				30

Appendix 5

Instrument of the research

Mata Pelajaran   : Bahasa Inggris
Kelas   : VIII
Waktu   : 60 Menit

A. Pilihan Ganda

Pilihlah jawaban yang paling benar pada soal dibawah ini dengan memberi tanda silang (x) pada huruf a, b, c atau d pada lembar jawaban yang sudah disediakan

1. Doni …. a clever student.
   a. Is
   b. Are
   c. Does
   d. Do

2. My father … tea every morning.
   a. Drink
   b. Is
   c. Drinking
   d. Drinks

3. … she a doctor?
   a. Are
   b. Am
   c. Is
   d. Was

4. My sister….. the bathroom.
   a. Is cleaning
   b. Are cleaning
   c. cleaning
   d. Is clean

5. ….. you listening to me?

a. Is
b. Am
c. Are
d. Do

6. Riki and Raka …. Students of SMP N 5 Rejang Lebong

   a. Is not
   b. Am not
   c. Does not
   d. Are not

7. Very- you – are – tall
   Choose the best arrangement of the words above to be a proper sentence!
   a. Tall you are very
   b. You are very tall
   c. You are tall very
   d. Are you very tall

8. Why… he….. so much coffee?
   a. Does, drink
   b. Does, drinks
   c. Do, drinks
   d. Do, drink

9. Andi and anto ….. right now.
   a. Are not singing
   b. Not singing
   c. Is not singing
   d. Are not sing

10. Toni, Ana, Dinda and Aji …. My classmates.
    a. Am
    b. Is
    c. Are
    d. Do

11. Sweeping – the floor – Andi – right now - is ?
    Choose the best arrangement of the words above to be the correct sentence !
    a. Andi is sweeping the floor right now?
    b. Andi right now sweeping is the floor?
    c. Is Andi the floor sweeping right now?

d. Is Andi sweeping the floor right now?

12. We… reading a book right now.
    a. Are
    b. Am
    c. Is
    d. Do

13. We … soccer match.
    a. do
    b. watching
    c. watch
    d. watches

14. The boy … my brother
    a. Aren't
    b. Isn't
    c. Doesn't
    d. Don't

15. They … a test every week.
    a. doesn't have
    b. don't has
    c. does have
    d. don't have

16. What…anto… now?
    a. Are, writing
    b. is, write
    c. Am, writing
    d. Is, writing

17. Alice _____ goes to the library to study because she is diligent.
    a. rarely
    b. always
    c. seldom
    d. sometimes

18. Eating – tono – right now – cake – is
    Choose the best arrangement of the words above to be the correct sentence!
    a. Tono eating is cake right now
    b. Tono is cake eating right now
    c. Cake is eating tono right now
    d. Tono is eating cake right now

19. …. The library open at a half past seven?
    a. Do
    b. Does
    c. Are
    d. Is

20. ….. sometimes go to the market on Saturday.
    a. Rara and Bella
    b. Rara
    c. Bella
    d. she

21. … don't like playing badminton.
    a. Doni
    b. She
    c. He
    d. We

22. ….. in the car?
    a. You are
    b. Is we?
    c. Are we
    d. Is they

23. Do …. go swimming during holiday?
    a. They
    b. She
    c. he
    d. Andi

24. …. Are swimming in the river now.
    a. She
    b. Rendi and Bima
    c. he
    d. I

25. I …. Football now.
    a. Play
    b. Not playing
    c. Am not playing
    d. Are not playing

26. Are …. going to canteen now?
    a. They

b. Dina

c. he

d. I

27. ….. is not cooking right now.
    a. My mother and I
    b. They
    c. Rere
    d. we

28. usually – watch – Anna and Merry – cinema – on sunday
    Choose the best arrangement of the words above to be a proper sentence!
    a. Anna and Merry watch usually cinema on Sunday
    b. Anna and Merry usually watch cinema on Sunday
    c. Watch cinema usually Anna and Merry on Sunday
    d. Usually Anna and Merry on Sunday watch cinema

29. She is riding her bicycle ….
    a. Yesterday
    b. Now
    c. On Sunday
    d. Once a week

30. … don't like playing badminton.
    a. Doni
    b. She
    c. He
    d. We

Answer key
1. A
2. D
3. C
4. A
5. C
6. D
7. B
8. A
9. A
10. C
11. D
12. A

13. C
14. B
15. D
16. D
17. B
18. D
19. B
20. A
21. D
22. C
23. A
24. B
25. C
26. A
27. C
28. B
29. B
30. D

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.
  ➢ The blue color words or statements mean the validator's additional point for your instrument.
  ➢ The red color means something that you need to revise or delete.

Curup, 19th of Mei 2023
Validator

Nastiti Handayani, M.Pd

Appendix 6

Item validity and reliability test

Correlations

		Soal31	Soal32	Soal33	Soal34	Soal35	Total Score
Soal1	Pearson Correlation	.253	.090	.318	.193	.253	.422[*]
	Sig. (2-tailed)	.185	.642	.092	.316	.185	.023
	N	29	29	29	29	29	29
Soal2	Pearson Correlation	.012	-.109	.058	.017	.193	.478[**]
	Sig. (2-tailed)	.949	.574	.763	.931	.317	.009
	N	29	29	29	29	29	29
Soal3	Pearson Correlation	.066	-.048	.110	.089	.256	.523[**]
	Sig. (2-tailed)	.735	.803	.571	.645	.180	.004
	N	29	29	29	29	29	29
Soal4	Pearson Correlation	.036	.005	-.012	-.108	.036	.418[*]
	Sig. (2-tailed)	.854	.977	.949	.577	.854	.024
	N	29	29	29	29	29	29
Soal5	Pearson Correlation	-.005	.121	-.109	-.224	-.005	.294
	Sig. (2-tailed)	.977	.531	.574	.243	.977	.122
	N	29	29	29	29	29	29
Soal6	Pearson Correlation	.091	.276	.184	.053	.401[*]	.514[**]
	Sig. (2-tailed)	.639	.147	.338	.783	.031	.004
	N	29	29	29	29	29	29
Soal7	Pearson Correlation	.081	.064	.030	-.193	-.253	.491[**]
	Sig. (2-tailed)	.678	.743	.877	.316	.185	.007
	N	29	29	29	29	29	29
Soal8	Pearson Correlation	.285	.119	.240	.020	.448[*]	.604[**]
	Sig. (2-tailed)	.133	.540	.210	.917	.015	.001
	N	29	29	29	29	29	29
Soal9	Pearson Correlation	.164	.025	.109	.080	.005	.439[*]
	Sig. (2-tailed)	.394	.897	.574	.681	.977	.017
	N	29	29	29	29	29	29
Soal10	Pearson Correlation	.123	.119	.070	.168	.285	.574[**]
	Sig. (2-tailed)	.525	.540	.718	.385	.133	.001
	N	29	29	29	29	29	29
Soal11	Pearson Correlation	.005	.172	-.057	-.065	.323	.419[*]
	Sig. (2-tailed)	.977	.373	.768	.739	.087	.024
	N	29	29	29	29	29	29
Soal12	Pearson Correlation	.447[*]	.127	.309	.089	.447[*]	.523[**]
	Sig. (2-tailed)	.015	.511	.103	.645	.015	.004
	N	29	29	29	29	29	29

Correlations

		Soal31	Soal32	Soal33	Soal34	Soal35	Total Score
Soal13	Pearson Correlation	-.137	-.154	-.012	.049	.036	.353
	Sig. (2-tailed)	.479	.427	.949	.802	.854	.060
	N	29	29	29	29	29	29
Soal14	Pearson Correlation	.424*	.306	.475**	.273	.648**	.656**
	Sig. (2-tailed)	.022	.107	.009	.152	.000	.000
	N	29	29	29	29	29	29
Soal15	Pearson Correlation	.005	.025	.109	.224	.164	.429*
	Sig. (2-tailed)	.977	.897	.574	.243	.394	.020
	N	29	29	29	29	29	29
Soal16	Pearson Correlation	.256	.302	.309	.262	.447*	.570**
	Sig. (2-tailed)	.180	.111	.103	.169	.015	.001
	N	29	29	29	29	29	29
Soal17	Pearson Correlation	-.176	.186	-.100	-.169	-.176	.219
	Sig. (2-tailed)	.362	.333	.605	.381	.362	.254
	N	29	29	29	29	29	29
Soal18	Pearson Correlation	.553**	.223	.435*	.344	.553**	.534**
	Sig. (2-tailed)	.002	.244	.018	.068	.002	.003
	N	29	29	29	29	29	29
Soal19	Pearson Correlation	.036	-.154	-.012	-.108	.036	.396*
	Sig. (2-tailed)	.854	.427	.949	.577	.854	.033
	N	29	29	29	29	29	29
Soal20	Pearson Correlation	.246	.133	.184	.053	.091	.447*
	Sig. (2-tailed)	.198	.491	.338	.783	.639	.015
	N	29	29	29	29	29	29
Soal21	Pearson Correlation	.256	-.048	.110	.089	.256	.452*
	Sig. (2-tailed)	.180	.803	.571	.645	.180	.014
	N	29	29	29	29	29	29
Soal22	Pearson Correlation	.256	.127	.309	.089	.256	.440*
	Sig. (2-tailed)	.180	.511	.103	.645	.180	.017
	N	29	29	29	29	29	29
Soal23	Pearson Correlation	.297	.201	.338	.404*	.297	.529**
	Sig. (2-tailed)	.118	.295	.073	.030	.118	.003
	N	29	29	29	29	29	29
Soal24	Pearson Correlation	.535**	.208	.383*	.173	.331	.541**
	Sig. (2-tailed)	.003	.280	.041	.371	.079	.002
	N	29	29	29	29	29	29

Correlations

		Soal31	Soal32	Soal33	Soal34	Soal35	Total Score
Soal25	Pearson Correlation	.049	.224	.147	-.005	-.108	.515**
	Sig. (2-tailed)	.802	.243	.448	.980	.577	.004
	N	29	29	29	29	29	29
Soal26	Pearson Correlation	.137	-.005	.193	.265	.310	.453*
	Sig. (2-tailed)	.479	.977	.317	.165	.102	.014
	N	29	29	29	29	29	29
Soal27	Pearson Correlation	.064	-.276	-.022	.087	.219	.432*
	Sig. (2-tailed)	.741	.147	.908	.652	.253	.019
	N	29	29	29	29	29	29
Soal28	Pearson Correlation	.005	-.121	-.057	-.209	.005	.419*
	Sig. (2-tailed)	.977	.531	.768	.277	.977	.024
	N	29	29	29	29	29	29
Soal29	Pearson Correlation	.219	.439*	.302	.228	.374*	.335
	Sig. (2-tailed)	.253	.017	.112	.234	.045	.075
	N	29	29	29	29	29	29
Soal30	Pearson Correlation	.193	.223	.247	.181	.914**	.501**
	Sig. (2-tailed)	.317	.244	.197	.349	.000	.006
	N	29	29	29	29	29	29
Soal31	Pearson Correlation	1	.631**	.914**	.578**	.310	.496**
	Sig. (2-tailed)		.000	.000	.001	.102	.006
	N	29	29	29	29	29	29
Soal32	Pearson Correlation	.631**	1	.722**	.498**	.313	.373*
	Sig. (2-tailed)	.000		.000	.006	.099	.046
	N	29	29	29	29	29	29
Soal33	Pearson Correlation	.914**	.722**	1	.671**	.373*	.501**
	Sig. (2-tailed)	.000	.000		.000	.046	.006
	N	29	29	29	29	29	29
Soal34	Pearson Correlation	.578**	.498**	.671**	1	.265	.324
	Sig. (2-tailed)	.001	.006	.000		.165	.087
	N	29	29	29	29	29	29
Soal35	Pearson Correlation	.310	.313	.373*	.265	1	.560**
	Sig. (2-tailed)	.102	.099	.046	.165		.002
	N	29	29	29	29	29	29
Total Score	Pearson Correlation	.496**	.373*	.501**	.324	.560**	1
	Sig. (2-tailed)	.006	.046	.006	.087	.002	
	N	29	29	29	29	29	29

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Reiability test

Reliability

Case Processing Summary

		N	%
Cases	Valid	29	100.0
	Excluded^a	0	.0
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.889	30

Lembar Jawaban

Nama   : Affan Hanif Ananta
Kelas : VIII A
Mapel : Bahasa Inggris

No	A	B	C	D
1	X			
2		X		
3			X	
4				X
5			X	
6	X			
7			X	
8		X		
9	X			
10				
11				X
12	X			
13			X	
14		X		
15	X			

No	A	B	C	D
16		X		
17		X		
18				X
19		X		
20	X			
21	X			
22	X			
23	X			
24				X
25	X			
26	X			
27			X	
28	X			
29			X	
30				X

B = 18

(60)

Lembar Jawaban

Nama : Affan Hanif Ananta
Kelas : VIII A
Mapel : Bahasa Inggris

No	A	B	C	D
1	X			
2			X	
3			X	
4		X		
5				X
6		X		
7				X
8		X		
9	X			
10	X			
11			X	
12		X		
13				X
14			X	
15			X	

No	A	B	C	D
16	X			
17		X		
18		X		
19				X
20			X	
21			X	
22			X	
23	X			
24		X		
25				X
26			X	
27		X		
28			X	
29	X			
30	X			

B = 22

(73)

KARTU KONSULTASI PEMBIMBING SKRIPSI

IAIN CURUP

NAMA : Alan Irawan
NIM : 1955 1004
FAKULTAS/PRODI : Tarbiyah / Tadris Bahasa Inggris (TBI)
PEMBIMBING I : Henri Setia Utami, M.Pd
PEMBIMBING II : Jumatul Hidayah, M.Pd
JUDUL SKRIPSI : The Effect of Using Mistake Buster Technique toward Students Grammar Master)

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....

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

KARTU KONSULTASI PEMBIMBING SKRIPSI

IAIN CURUP

NAMA : Alan Irawan
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JUDUL SKRIPSI : The Effect of Using Mistake Buster Technique toward Students Grammar Master)

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Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Henri Setia Utami, M.Pd
NIP. 20 20 10 06 1 01

Pembimbing II,

Jumatul Hidayah, M.Pd
NIP. 19 802 242 002 12 2002

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	7-5-23	Bab I Background		
2	9-5-23	Bab II Procedure of Picture Basket Technique		
3	17-5-23	Bab III research Procedure		
4	11-5-23	Research Instrument		
5	10-6-23	Bab IV Finding & Discussion		
6	17-6-23	Validity test		
7	3-7-23	Bab V Conclusion		
8	19-7-23	Conclusion and appendix		

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	8-5-23	Bab I background		
2	10-5-23	Bab II Penyajian teori		
3	18-5-23	Bab III instrument		
4	22-5-23	Acc Instrument & finding		
5	11-6-23	Bab IV finding and disu		
6	20-6-23	reliability test		
7	5-7-23	Bab V Conclusion		
8	20-7-23	Suggestion and appendix		

BIOGRAPHY

The researcher name is Alan Irawan. He was born in OKU Timur on August, 31st 2001. He lives in Belitang. He is the fourth son of Mr. Wasis (alm) and Mrs. Mariyem. He has one brother named Aris sandi and two sisters named Leni Yulianti and Siska Maryana.

He finished his elementary school at SD N 1 Terpadu Karang Kemiri in 2013. Then he continued to SMP N 1 Belitang and finished in 2016. After that he continued his study to SMA N 1 Belitang and finished in 2019. Then, He decided to enter State Islamic Institute (IAIN) of Curup and chose English Tadris Study Program in Educational (Tarbiyah) Department as his major. He finished his study in college for 4 years, from 2019 to 2023.