

THE EFFECTIVENESS OF USING MISTAKE BUSTER TECHNIQUE TO IMPROVE STUDENTS' GRAMMAR MASTERY

(A Quasi-Experimental study done in the third grade of SMP Pasundan Majalaya)

Rizki Widiastuti

rizkiwidiastuti99@gmail.com

Wina Sagita

winasagita14@gmail.com

Universitas Bale Bandung

ABSTRACT

The research entitled “The Effectiveness of Using Mistake Buster Technique to Improve Students’ Grammar Mastery”. This research aimed to find out whether mistake buster technique as a means of improving students’ grammar mastery of simple past tense in the third grade of SMP Pasundan Majalaya had significantly better results than the conventional method and to find out students’ responses towards the use of mistake buster technique to improve their grammar mastery. This type of research was quasi-experimental. The sample of this research was 40 students that were taken from two classes, IX A and B. The instruments used were pre-test, post-test, and questionnaire. The result of the analysis t-test calculation showed that the t-observe was bigger than t-table. The derived $t = 3.5$ exceeded the table critical value of $t = 2.021$, at $p = 0.05$ with $Df = 38$ ($3.5 > 2.021$). Therefore, the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_o) was rejected. Based on the result above, it can be concluded that the mistake buster technique was effective in improving students’ grammar mastery. Additionally, the questionnaire results showed that students had a positive response to the use of the mistake buster technique.

Keywords: Grammar mastery, Simple Past Tense, Mistake Buster Technique

INTRODUCTION

Grammar is the system of a language, and it is very important in language learning, as it supports learners in understanding how language is used. Mastering grammar forms the foundation for proficiency in reading, speaking, listening, and writing in English. Grammar describes a language’s structure and teaches us how to construct sentences by combining word and phrases. Without grammar, words lack coherent meaning, which means the intended messages may not effectively reach the reader. According to the Oxford Dictionary (1995, p.517), “grammar is the rules in a language for changing the form of words and combining them into sentences”. Therefore, grammar is considered one of the basic teaching materials of English to be mastered by students.

There are several topics in learning grammar: noun, adjective, tense, pronoun, adverb, and so on. Tenses play an important role in grammar, and are divided into several parts, including present, past, and future. The simple past tense becomes one of them. Simple past tense is used when someone give an account of a sequence of past events, they usually put these events in chronological order using the simple past (Hewings 2005, p.10). It is quite difficult to engage all of the students in the learning process, especially when teaching simple past tense to Junior High School students. Based on the Curriculum for Junior High School, Students’ Grammar Mastery | 1

second and third grade students should be taught two types of monologue texts: recount and narrative texts, both of which require mastery of the Simple Past Tense.

Based on the researcher's observations during the teaching practicum (PPL) at SMP Pasundan Majalaya, it was found that many students still have difficulty in learning grammar, especially in mastering tenses, one of which is the simple past tense. Students have difficulty distinguishing past tense and present tense. It's hard for them to understand subjects and verbs in a sentence, especially with regular and irregular verbs, as well as auxiliary verbs. They also struggle with identifying grammatical errors in sentences due to a lack of critical thinking.

Based on the issues faced by students in learning grammar, particularly in mastering the simple past tense as explained above, the researcher will use the Mistake Buster Technique in teaching the simple past tense. The reason for selecting this technique is to assist students in learning better by creating opportunities for them to reflect on what they have learned from a different perspective, shifting the focus from teacher-centered to student-centered learning. Students take on a more active role and are empowered to correct errors that are typically addressed by the teacher. Hyunh (2003) states the teacher can get students actively engaged in the learning process and take charge of their learning by giving them these opportunities to find and correct mistakes themselves. In this context, the teacher plays the role of the "Mistake Maker".

Based on the previous research, Rofiqoh & Nurdyanto (2019) in their study titled "The Effectiveness of Mistake Buster Technique in Teaching Present Progressive Tense," found that the mistake buster technique effectively teaches the present progressive tense to EFL students. A research by Khoiroh (2020), "Improving the Students Mastery of Simple Present Tense through the Mistake Buster," demonstrated that this technique was also effective in improving students' mastery of the simple present tense. A research by Taufik (2022) "The mistake buster as a technique in teaching grammar," the results showed that the use of a mistake buster as a teaching technique effectively improves students' grammar mastery. A research by Fitriyani (2018) "The Effectiveness of Mistake Buster Technique to Improve Students' Grammar Mastery," the results showed that the use of mistake buster technique was effective to increase students' understanding about grammar. Additionally, a research by Kaka et al (2021) "An analysis of student's ability in the use of simple past tense by implementing mistake buster technique," the results showed that the Mistake Buster technique can improve the students' English ability in the use of simple past tense.

Therefore, the researcher is interested in conducting a research entitled "*The effectiveness of using Mistake Buster Technique to improve students' grammar mastery*".

RESEARCH QUESTION

Based on the preview background, the researcher formulated the question as follows:

1. Does the Mistake Buster Technique as a means of improving students' grammar mastery to the third grade of SMP Pasundan Majalaya have significantly better result than the conventional method?
2. What are students' responses towards the use of mistake buster technique to improve their grammar mastery?

LITERARY REVIEW

1. Grammar

Grammar is a description of the rules that govern how a language's sentences are formed (Thornburry 1999, p.1). Grammar is the set of rules and language structures that govern how words and sentences are arranged to convey meaning accurately in a given language. In this paper grammar means study of sentence and word structure in using simple past tense.

2. Simple Past Tense

The simple past tense describes actions or situations that have begun and ended in the past (Werner, 2002). The simple past is concerned with specific events that happened at a certain time in the past, and its principal use is therefore in stories and reports. The simple past tense is used to show actions that occurred in the past and were completed at a certain time in the past.

3. Grammar mastery

Grammar mastery is the mastery of formal rules concerning word forms and application of words in a sentence to create correct and meaningful sentences (Prasatyo, 2021). Grammar mastery is the understanding of how phrases are made and the ability to make phrases in language accurately and meaningfully.

4. Technique

Technique is the specific activities manifested in classroom that were consistent with a method and therefore in harmony with an approach as well (Brown, 2001). Technique is the way a teacher implements specific learning activities.

5. Mistake Buster Technique

The Mistake Buster Technique is a technique that is used to direct the students to be actively involved and responsible for learning by correcting the errors in a sentence that is provided by the teacher (Huynh, 2003). This technique will improve students' critical analysis because they will learn from their mistakes, which will help them understand better.

METHOD

Research Design

In this research, the researcher uses quantitative research using an experimental research design. According to Sugiyono (2006, p. 80), experimental research is research that has the purpose of finding the cause-effect relationship among variables in a controlled condition. There are several types of experimental research designs. Sugiyono (2006, p. 81) states that some types of experimental research design are pre experimental design, true experimental design, factorial design, and quasi experimental design. The type of experimental research design used in this research is a quasi-experimental design. This research design has two classes called experimental and control groups. Both of them received the same pre-test and post-test, but the difference between those two groups is in the treatment which is given by the researcher.

Population and Sample

Population is a group of individuals who have the same characteristic (Creswell, 2012, p. 142). The population in this research is third grade students of SMP Pasundan Majalaya. Where there are four classes for the third grade, and each class consists of 25 students, which means the total of students is 100 students.

As stated by the researcher above regarding the population, the researcher will use purposive sampling as a technique in selecting the sample. In this research, the researcher takes one group as an experimental group and one group as a control group. Two classes are taken from population, the sample falls into IX-A for the control group and IX-B for the

experimental group. The researcher takes 20 students for each group as the sample of research. Therefore, the total sample of this research is 40 students.

Research Instruments

The researcher gives a test to the student's to measure the student's grammatical understanding. The test is given through a pre-test and a post-test. The tests are in the form of 15 multiple-choice questions and 5 fill-in-the blank questions.

Pre-test

Pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment (Creswell 2012, p. 297).

Before doing the treatment, students are given a pre-test. The students fill out the tests provided. This test is applied to determine their prior knowledge.

Here is the example of pre-test :

PRE-TEST	
A. Choose the correct answer!	
1. I Downtown yesterday.	
a. Walking b. Walked c. Walks d. Walk	
2. You For eight hours two days ago. Slept	
a. Slept b. sleeping c. sleep d. Does	
B. Fill in the blank with the correct answer!	
1. Shani (talk)...to kevin on the phone last night.	

Post-test

Post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.

After doing the entire treatment, the last step is the post-test, which is given to the students. The students fill out the tests provided. This test is applied to determine the students' grammar mastery of simple past tense after applying the Mistake Buster technique to the experimental class, while the control class uses the conventional method

Here is the example of post-test :

POST-TEST	
A. Choose the correct answer!	
1. Yuki _her homework last night.	
a. Did b. Done c. Doing d. Do	
2. John Cabot _to America in 1490.	
a. Sails b. Sailed c. Sailing d. Sail	
B. Complete the following passages by fill in the blanks with the correct form of the verbs!	
The lion and the mouse	
Once upon a time, there (live)... a lion who ruled the forest. One day after eating his meal. The lion (feel)...asleep under a tree. A little mouse (see)... him and (think)... it would be fun to play on him. He (begin)... running up and down to the sleeping lion. He ran up the tail and slid down the tail.	

Questionnaire

Questionnaire contains several questions that are useful to discover students' responses towards improving grammar mastery in simple past tense. The form of the questionnaire given to the students in the form of responses related to the research title and totals 15 questions.

Here is the example of questionnaire

No	Question	Yes	No
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1.	Do you like learning English? (apakah kamu suka belajar bahasa inggris?)		
2.	Do you think learning English is difficult? (apakah menurut kamu belajar bahasa inggris itu sulit?)		
3.	Do you like learn English grammar? (apakah kamu suka belajar tatabahasa bahasa inggris?)		

Data Analysis

The data analysis used in this research is quantitative research with the formula t-test for independent group.

Pre-test

To find out the result of pre-test, the researcher uses formula as follows:

$$\text{Score} = \frac{\text{Total correct answer} \times 100}{\text{Total test items}}$$

Post-test

To find out the result of post-test, the researcher uses formula as follows:

$$\text{Score} = \frac{\text{Total correct answer} \times 100}{\text{Total test items}}$$

To find out the result of t-test for independent group, the researcher uses formula as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N_1} + \sum X_2^2 - \frac{(\sum X_2)^2}{N_2}}{N_1 + N_2 - 2} \right) \cdot \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Arikunto (2006, p. 315)

Notes:

$\bar{X}_1$ = the mean of the scores of the first group

$\bar{X}_2$ = the mean of the scores of the second group

$\sum X_1^2$ = the sum of the squares of the first group

$\sum X_2^2$ = the sum of the squares of the second group

$(\sum X_1)^2$ = the squares of the sum of the scores of the first group

$(\sum X_2)^2$ = the squares of the sum of the scores of the second group

N_1 = the total number of scores in the first group

N_2 = the total number of scores in second group

To find out the null hypothesis is rejected or accepted or the alternative hypothesis is accepted or rejected, the t-test obtained is compared to t-table at $p=0.05$ level of significance of two-tailed test where $df = N_1 + N_2 - 2$ as the following criteria:

- If $t < t\text{-table}$, H_0 is accepted and H_a is rejected.
- If $t > t\text{-table}$, H_0 is rejected and H_a is accepted.

Questionnaire

To find out the result of questionnaire, the researcher uses percentage formula as follows:

$$X = \frac{y}{z} \times 100$$

Notes:

X = percentage (quality of the answer)

Y = given amount (total of the respondent answer)

Z = total amount (total of respondent)

FINDINGS AND DISCUSSION

Findings

After getting the data, the researcher calculated the students' pre-test scores by using t-test formula. To make the calculation easier, the data scores of pre-test was tabulated and arranged in the following table:

Table 4.2 The Computation of Students' Pre-test Score

No	Experimental group			Control group		
	Sample	Score	$Score_1^2$	Sample	Score	$Score_2^2$
1	Student 1	35	1225	Student 1	40	1600
2	Student 2	35	1225	Student 2	30	900
3	Student 3	45	2025	Student 3	50	2500
4	Student 4	45	2025	Student 4	35	1225
5	Student 5	50	2500	Student 5	50	2500
6	Student 6	40	1600	Student 6	45	2025
7	Student 7	50	2500	Student 7	50	2500
8	Student 8	45	2025	Student 8	55	3025
9	Student 9	40	1600	Student 9	40	1600
10	Student 10	50	2500	Student 10	40	1600
11	Student 11	50	2500	Student 11	50	2500
12	Student 12	55	3025	Student 12	35	1225
13	Student 13	55	3025	Student 13	45	2025
14	Student 14	45	2025	Student 14	50	2500
15	Student 15	45	2025	Student 15	45	2025
16	Student 16	55	3025	Student 16	50	2500
17	Student 17	40	1600	Student 17	55	3025
18	Student 18	60	3600	Student 18	30	900
19	Student 19	50	2500	Student 19	45	2025
20	Student 20	30	900	Student 20	45	2025
Total		920	43.450	Total	875	39.325

After doing the pre-test, the researcher interpret the result computation.

The researcher obtains the t-test value is 0.941, where t-table at $p = 0.05$ with $Df = N_1 + N_2 - 2 = 20 + 20 - 2 = 38$ at the level of significance 0.941 for two tailed is 2.021. Then the researcher can observe that the t-test is lower than t-table ($0.941 < 2.021$), this means that there is no significance difference between experimental and control groups at the

beginning of the study or before the treatments were given. Then the researcher may take the next step of giving treatment to the experimental group.

Post-test

To make the calculation easier, the data scores of post-test was tabulated and arranged in the following table:

Table 4.4 The Computation of Students' Post-test Score

No	Experimental group			Control group		
	Sample	Score	$Score_1^2$	Sample	Score	$Score_2^2$
1	Student 1	50	2500	Student 1	60	3600
2	Student 2	60	3600	Student 2	50	2500
3	Student 3	70	4900	Student 3	60	3600
4	Student 4	85	7225	Student 4	55	3025
5	Student 5	75	5625	Student 5	70	4900
6	Student 6	60	3600	Student 6	75	5625
7	Student 7	85	7225	Student 7	50	2500
8	Student 8	70	4900	Student 8	60	3600
9	Student 9	65	4225	Student 9	65	4225
10	Student 10	85	7225	Student 10	55	3025
11	Student 11	70	4900	Student 11	80	6400
12	Student 12	75	5625	Student 12	50	2500
13	Student 13	80	6400	Student 13	55	3025
14	Student 14	60	3600	Student 14	60	3600
15	Student 15	75	5625	Student 15	70	4900
16	Student 16	90	8100	Student 16	55	3025
17	Student 17	65	4225	Student 17	85	7225
18	Student 18	85	7225	Student 18	50	2500
19	Student 19	95	9025	Student 19	70	4900
20	Student 20	70	4900	Student 20	50	2500
Total		1470	110.650	Total	1225	77.175

After doing the post-test, the writer interpret the result computation.

With the degree of freedom / $Df = N_1 + N_2 - 2 = 20 + 20 - 2 = 38$ at $p = 0.05$ of two tailed, the critical value of t is 2.021. as the value of t is bigger than that of the t -table ($3.5 > 2.021$), the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted, stating that there is significant difference in result between mistake buster technique

and the conventional method in simple past tense to the third grade of SMP Pasundan Majalaya.

Questionnaire

The result of the questionnaire can be shown in the table down below:

Table 4.1.6 The Result of The Questionnaire

No	Question	Yes	No
1.	Do you like learning English? (apakah kamu suka belajar bahasa inggris?)	80% 16	20% 4
2.	Do you think learning English is difficult? (apakah menurut kamu belajar bahasa inggris itu sulit?)	55% 11	45% 9
3.	Do you like learn English grammar? (apakah kamu suka belajar tata bahasa bahasa inggris?)	55% 11	45% 9
4.	Is studying grammar difficult? (apakah belajar tata bahasa inggris sulit?)	65% 13	35% 7
5.	Do you agree that grammar is important aspect in mastering English? (apakah kamu setuju bahwa tata bahasa adalah aspek yang penting dalam menguasai bahasa inggris?)	90% 18	10% 2
6.	Would you prefer to learn English using a fun technique? (apakah anda lebih menyukai belajar bahasa inggris menggunakan teknik yang menyenangkan?)	95% 19	5% 1
7.	Have you ever studied English using Mistake Buster Technique before? (pernahkah kamu belajar bahasa inggris menggunakan teknik mistake buster sebelumnya?)	0% 0	100% 20
8.	Do you like studying English using mistake buster technique? (apakah kamu suka belajar bahasa inggris menggunakan teknik mistake buster?)	100% 20	0% 0
9.	Does using mistake buster technique make you interested in learning English grammar? (apakah dengan menggunakan teknik mistake buster membuat kamu tertarik untuk belajar tata bahasa bahasa inggris?)	95% 19	5% 1
10.	Does the use of mistake buster technique help you understand in learning grammar? (apakah menggunakan teknik mistake buster membantu kamu memahami dalam mempelajari tata bahasa bahasa inggris?)	95% 19	5% 1
11.	Does mistake buster technique make you enjoy in learning grammar? (apakah teknik mistake buster membuat anda santai dalam pembelajaran tata bahasa?)	90% 18	10% 2
12.	Does learning using mistake buster technique make grammar easier? (apakah pembelajaran menggunakan teknik mistake buster membuat tata bahasa menjadi lebih mudah?)	90% 18	10% 2

13.	Does the use of mistake buster technique help you more active in class? (apakah penggunaan teknik mistake buster membantu kamu lebih aktif dikelas?)	85% 17	15% 3
14.	Does mistake buster technique need to be applied in learning English? (apakah teknik mistake buster perlu diterapkan dalam pembelajaran bahasa inggris?)	95% 19	5% 1
15.	Do you agree that mistake buster technique can improve your grammar? (apakah kamu setuju bahwa teknik mistake buster bisa meningkatkan tata bahasa kamu?)	100% 20	0% 0

DISCUSSION

The Pre-test

From the findings of pre-test, it shows that the highest score of the experimental group in the pre-test was 60, which was achieved by one student (student 18), and the lowest score was 30, which was achieved by one student (student 20). While the highest score of the control group in the pre-test was 55, which was achieved by two students (student 8 and student 17), and the lowest score was 30, which was achieved by two students (student 2 and student 18). The mean score of the experimental group was 46 and the control group was 43.75. It can be said that the study had not reached the minimal standard criteria of the students' English based on KKM 71 in SMP Pasundan Majalaya. It means that the students' English proficiency especially in grammar should be improved. Therefore, the researcher gave the treatment using the mistake buster technique for the experimental group and the conventional method for the control group.

The Post-test

From the findings of post-test, it shows that the highest score of the experimental group in the post-test was 95, which was achieved by one student (student 19), and the lowest score was 50, which was achieved by one student (students 1). While the highest score of the control group in the post-test was 85, which was achieved by one student (student 17), and the lowest

score was 50, which was achieved by five students (students 2, 7, 12, 18, 20). The mean score of the experimental group was 73.5 and the control group was 61.25.

There was significant difference between experimental and control groups after the treatments were given. It means that in the same levels of both classes, the treatments by using mistake buster technique are successful. It can be said that the students can understand and answer the question well because the mean score for both of them was improved. It was the evidence of the success of treatments that the researcher had done. This means that mistake buster technique as a means of teaching grammar mastery of simple past tense to the third grade of junior high school has significantly better results than conventional method. On the other hand, the mistake buster technique can improve students' grammar mastery. This also means that this technique is effective.

The explanation above is the result of calculating the pre-test and post-test scores. Then, after giving the post-test, the researcher gave a questionnaire to the students to find out their responses to using mistake buster technique in teaching simple past tense. The following lines explain the results of the questionnaire in detail.

The Questionnaire

From the result of the questionnaire, the researcher can put forward that from the first question, 80% of the students answered Yes, it means almost all of students like learning English, while 20% of the students answered No, it means that small number of students did not like learning English.

In the second question, 55% of students answered Yes, it means more than half of students said learning English was difficult, while 45% of other students answered Yes, it means nearly half of students stated that learning grammar was easy.

In the third question, 55% of students answered Yes, it means that more than half of students like learning English grammar, while 45% of other students answered No, it means nearly half of students said that they did not like learning English grammar.

In the eleventh question, 90% of students answered Yes, it means that almost all of students enjoyed learning grammar after using mistake buster technique, while 10% of other students answered No, it means that small number of students said that they did not enjoy learning grammar after using mistake buster technique.

In the fourteenth question, 95% of students answered that mistake buster technique needed to be applied in learning English, while 5% of other students answered No, it means small number of students stated that mistake buster technique did not need to be applied in learning English.

And the last question, 100% could see that the students agree that mistake buster technique can improve them in learning grammar. Therefore, it can be concluded that all students agree that mistake buster technique can improve them in learning grammar.

From the data that had been gained, the researcher can put forward that most of student's responses toward the effectiveness of mistake buster technique to improve students' grammar mastery are positive.

CONCLUSION

Based on the data that has been collected and analyzed, the research results showed that students taught using the mistake buster technique achieved higher scores than those taught using the conventional method. Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected, stating that there is significant difference in results between mistake buster technique and conventional method in grammar mastery in the third grade of SMP Pasundan Majalaya. This means that the mistake buster technique as a means of grammar mastery in the third grade of SMP Pasundan Majalaya has significantly better results

than the conventional method. It also means that the mistake buster technique was effective in improving students' grammar mastery of simple past tense in the third grade of SMP Pasundan Majalaya. This is supported by evidence from statistical calculation.

In addition, the data obtained from questionnaire indicated that learning using mistake buster can help students become more interested in learning English and make it easier for them to understand grammar. It concluded that the majority of students' responses to the effectiveness of using mistake buster technique to improve their grammar mastery were positive and good.

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