

Improving EFL Students' Grammar in Writing Sentences Using Mistake Buster Technique

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ABSTRACT

The purpose of this study was to determine the impact of using the mistake buster technique on grammar mastery for English writing classes. The research approach uses quantitative research through the design of a one-group experimental method. The research subjects were 30 semester III students for the 2022-2023 academic year, STAI Hubbulwathan Duri. Samples were taken randomly with the criteria that students had received English writing skills learning. So, this research was conducted at the English Tadris Study Program, STAI Hubbulwathan Duri. The data collection process uses observation, documents, and tests. Data analysis used paired sample t-test. The results of this study indicate that the mistake-buster technique has a positive influence on the ability to master grammar while learning to write English. This can be seen from the increase in the value achieved by each student or the class average value. Students experience a change in attitude to become more active during learning and can apply their learning experiences to make correct sentences. The results of this study also have implications for teachers' understanding of the importance of understanding learning techniques that are by learning objectives and student learning experiences.

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1. INTRODUCTION

Mastery of English structure or grammar has a vital role in developing students' writing skills, including in writing sentences (Mahmudah, 2014; Haryadi, Endah, & Dalimunthe, 2021). It means grammar plays a role in showing how a person organizes his thoughts. He further said that grammar has a role in the professional world because grammar skills will enable a person to be able to understand spoken and written language well in handling clients and professional documents (Frederick, 2015). So, it can be concluded that the role of grammar mastery is an important component

in the process of learning to write English. Students can arrange sentences properly and correctly so that their writing results can have a clear meaning.

Unfortunately, after going through the pre-observation process which was carried out at the beginning of the even semester of the 2022-2023 academic year, it was found that many students experienced difficulties even when starting to write sentences. First, students often experience difficulties in applying the subject-verb agreement concept. The use of articles is also a problem that is often faced by students. For example, the lack of precise placement of definite and indefinite articles is a common thing found in student writing. Coupled with the inconsistency of students in using adverbs of time according to the sentence pattern or tenses. Punctuation marks also often get less attention from students. Student involvement in learning grammar is also considered lacking because learning grammar is generally not fun.

Even research has been done on teaching grammar through songs because it is fun and songs have a variety of grammatical structures (Ramadhanti & Haryudin, 2021). From the findings of the problem, a certain technique is needed that can improve students' mastery of grammar for writing sentences or paragraphs. Learning techniques that can emphasize student participation and suit the needs of early-semester students. In addition, learning techniques for grammar mastery that are often considered boring for students are techniques that help students learn better by reflecting on what they have learned and looking at it from a different angle. The error removal technique is believed to be a solution to grammar learning problems. Several studies have proven how this technique can improve students' mastery of grammar, as well as students' interest in being involved in the learning process.

Mistake Buster can contribute to students' writing skills in recounting text (Astuti, 2018). This technique can also be paired with the use of online grammar so that students can maximize their understanding of the correct use of grammar (Syam & Furwana, 2019). The Mistake buster technique is a technique for teaching grammar through mistakes that are usually faced by students. The teacher's role is to make mistakes and also to correct mistakes. Thus it can help students improve their mastery of grammar (Faradila, 2022).

The studies above generally emphasize the results of applying the error-buster method in the classroom. The implementation process and how students are involved in applying this technique has not been thoroughly explored. Therefore, this research is focused on how to apply the Mistake Buster technique in class, how to increase student scores after using the error buster in writing classes, and how students are involved during the learning process. The novelty presented in this study as a gap is the use of the mistake buster technique which is oriented towards mastery of grammar in English writing classes and focuses on increasing student activity during class. So, this technique is focused on students and can take advantage of their learning experience as part of improving writing skills by using the grammatically correct spelling that applies to English grammar. In addition, this study also examines the results of grammar tests in the writing learning process in detail at the level of errors made by students in using grammar.

Therefore, this study aims to determine whether or not the error buster strategy aids students in improving their command of the English language when writing. In order to boost students' interest in writing English and mastery of grammar in a way that is directed towards students' skills and self-learning experience, teachers might use the findings of this study as part of their creative development.

2. METHODS

The research approach uses quantitative research through the design of a one-group experimental method. This research method was used to determine the effect of treatment through group experiments (Allen, 2017). So, this research involves testing student learning outcomes in learning grammar in the process of writing sentences using the mistake buster technique. So, there is testing from the results of the pre-test and post-test. The research subjects were 30 semesters III students for the 2022-2023 academic year, STAI Hubbulwathan Duri. Samples were taken randomly with the criteria

that students had received English writing skills learning. So, this research was conducted at the English Tadrir Study Program, STAI Hubbulwathan Duri.

The data collection process uses observation, documents, and tests. Observations were made on the implementation of the English writing learning process for 10 meetings. This is done to find out how far students can apply the mistake buster technique in eliminating mistakes in the use of grammar in the process of learning to write English. Documents are taken from the results of student exercises. While the test is used to test the increase in mastery of grammar in the writing process. Tests are given before and after treatment in class. The test given is in the form of multiple-choice questions. This test tests grammar knowledge. Students who answered correctly were given a value of 1 and wrong were given a value of 0 (Purpura, 2004). Data analysis used paired sample t-test

3. FINDINGS AND DISCUSSION

The result of data analysis is presented in two tables, namely data statistic descriptive and the result of paired sample t-test, as follows;

Table 1. The result of statistical descriptive

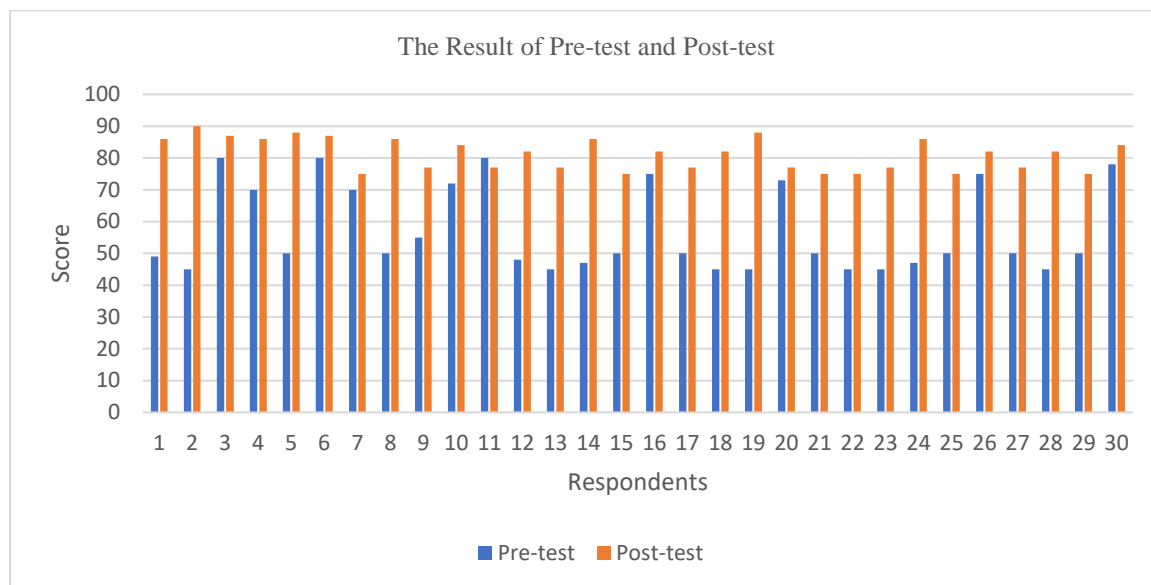
	<i>Pre-test</i>	<i>Post-test</i>
Mean	57,133	81,233
Variance	180,809	25,012
Min	45	75
Max	80	90

The results of the data analysis in table 1 show that the results of the application of the mistake buster technique in learning to write English have made quite a good change in the level of mastery of English grammar. The results of the data presented show that before using this technique, the class average value was 57.13 and it increased to 81.23 after being given the treatment of the mistake buster technique. Likewise, the lowest and highest scores in the class show that the lowest score from the pre-test is 45, and the highest score is 80. While the lowest score from the post-test is 80, and the highest score is 90. This change concludes that there is a positive impact on grammar mastery. Student English. It can also be seen from the results of the paired sample t-test data processing presented in Table 2 below.

Table 2. t-Test: Paired Two Sample for Means

	Pre-test	Post-test
Mean	57,133	81,233
Variance	180,809	25,012
Pearson Correlation	0,10309	
df	29	
t Stat	-9,527	
P(T<=t) one-tail	9,7808	
t Critical one-tail	1,6991	
P(T<=t) two-tail	1,9561	
t Critical two-tail	2,0452	

Table 2 illustrates that the t-Stat value < t-table (-9.527 < 2.0452). This value can be interpreted that there is a positive impact from the use of the mistake buster technique on students' English grammar skills during the process of learning to write. Each student also has an increase in learning outcomes which is illustrated in the following graph.



Graph 1. The result of the Pre-test and Post-test in Implementing of Mistake Buster Technique

Graph 1 presents each student's score before and after applying the mistake buster technique to master grammar during the learning process of writing English. From the presentation, it can be seen that 100% of students experienced an increase in learning outcomes in writing English. The results of data analysis related to the level of errors in the use of grammar in English sentences are presented in the following table.

Table 3. Example the Results of Analysis of Grammatical Errors in the Pre-test

Practice	Result			
	Examples of answers from students who answered correctly		Examples of answers from students who wrong answer	
	Answer	Analysis	Answer	Analysis
1	Hasan, Anna, and Tina are students of STAI Hubbulwathan Duri.	Students change sentences into negative interrogative forms	Hasan, Anna, and Tina are a student of STAI Hubbulwathan Duri.	1. Students change sentences into negative and interrogative forms
	Hasan, Anna, and Tina are students of STAI Hubbulwathan Duri.	Students replace an auxiliary verb to be 'is' become 'are'	Hasan, Anna, and Tina are not a student of STAI Hubbulwathan Duri.	2. Students change the auxiliary verb to be 'is' to become 'are'
	Are Hasan, Anna, and Tina students of STAI Hubbulwathan Duri?	Students change student (singular) to students (plural)	Are Hasan, Anna, and Tina students of STAI Hubbulwathan Duri?	3. Students omit the article a 4. Students do not add -s to show the plural behind the word student
2	Budi is writing a novel yesterday.	1. Students change sentences into negative and	Budi is writing a novel yesterday.	1. Students change sentences into negative and

<p>interrogative forms</p> <p>2. Students change the adverb of time from 'yesterday' to 'now',</p> <p>3. Students add punctuation points (.) in positive and negative sentences and question marks (?) in interrogative sentences</p>	<p>interrogative forms</p> <p>2. Students add punctuation points (.) in positive and negative sentences and question marks (?) in interrogative sentences</p>
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From the table above, it can be seen that students who answered all the questions correctly showed their ability to identify

- 1) subject-verb agreement
- 2) article together with a countable noun (singular to plural)
- 3) adverb of time in a certain tense
- 4) use of punctuation marks Meanwhile, students whose answers were not quite right seemed unable to identify points 1-3.

It showed a lack of grammar mastery and student involvement. Several possibilities are thought to be the cause of the lack of these two things. Cognitively, it is likely that there are still many students who do not understand the material presented by the lecturer. When viewed from the learning background, these students have received material on tenses and sentence building in other courses before. So the learning carried out in this research is a form of repetition of the material they have already received. In this case, the lecturer has tried to apply the concepts of practice and repetition to improve grammar mastery. While the example of an analysis of grammatical errors in the post-test is the following table.

Table 4. Example the Results of Analysis of Grammatical Errors in the Post-test

Practice	Result			
	Examples of answers from students who answered correctly		Examples of answers from students who wrong answer	
	Answer	Analysis	Answer	Analysis
1	She speaks English very well, but she doesn't understand Javanese	1. Students change sentences into negative and interrogative forms	She speaks English very well, but she doesn't understand Javanese	1. Students change sentences into negative and interrogative forms

	<p>She doesn't speak English very well, but she understands Javanese. She doesn't speak English very well, but she understands Javanese. Does she speak English very well, but she understands Javanese?</p>	<p>2. Students add the ending -s to the verb speak because the subject is a third person</p> <p>3. The student removes the -s ending in the word understand because there already doesn't</p>	<p>She doesn't speak English very well, but she understands Javanese.</p> <p>Does she speak English very well, but she understands Javanese?</p>	<p>2. Students add the ending -s after the auxiliary verb + subject in interrogative sentences</p> <p>3. Students add a punctuation point (.) in positive and negative sentences and a question mark (?) in interrogative sentences</p>
		<p>4. Students add punctuation points (.) in positive and negative sentences and question marks (?) in interrogative sentences</p>		
<p>2</p>	<p>I think he's washing the car.</p> <p>I think he's washed the car.</p> <p>I don't think he's washing the car.</p> <p>Do I think he's washing the car?</p>	<p>1. Students change sentences into negative and interrogative forms</p> <p>2. Students change the word wash to washing (was + ing)</p> <p>3. Students add punctuation points (.) in positive and negative sentences and question marks (?) in interrogative sentences</p>	<p>I think he is washing the car.</p> <p>I don't think he is washing the car.</p> <p>Do I think he washing the car?</p>	<p>1. Students change sentences into negative and interrogative forms</p> <p>2. Students do not add auxiliary to be in the present continuous tense in interrogative sentences</p> <p>3. Students add punctuation points (.) in positive and negative sentences and question marks (?) in interrogative sentences</p>

Table 4 above shows that 93.75% of students answered "barn", which means they were able to identify errors and correct errors for inserted mistakes, namely: 1) subject-verb agreement 2) use of punctuation (punctuation) Meanwhile, 6.25% of students whose answers were not quite right seemed unable to identify point 1. For point 2, students in general already understood how to use punctuation according to the type of sentence.

This study indicates that the mistake buster technique is proven to be able to improve students' grammar mastery. This finding re-proves the results of previous studies that the mistake buster technique can improve students' grammar mastery (Syam, 2017). In general, the mistakes made by EFL students in learning English such as writing are grammar items. Other research assumes that several factors influence students' mistakes in learning English such as lack of knowledge and competence in English grammar (Sulaiman & Syahri, 2022). In addition to increasing students' mastery of grammar, the use of a strategy of grouping students based on ability also helps this error-eliminating technique in stimulating and channelling student involvement in the learning process so that learning grammar seems more active and fun.

Various activities can be varied by teachers during grammar lessons in writing classes. These variations can appear in the initial activity to the final learning activity (Hanifa & Tiarina, 2013). The findings in this study were also demonstrated by other studies which concluded that the Mistake Buster Technique was likely to be effective in improving student's writing skills in using language and organization in writing recount essays (Amin, 2015; Sudarmawan, Swarniti & Susila, 2020). This finding also provides an in-depth understanding that grammar is an important instrument for forming meaningful sentences and teaching grammar cannot be separated from teaching English (Uysal & Yavuz, 2015). In other studies, it has been proven that knowledge of grammar influences the ability to write narrative texts (Pao, 2016).

4. CONCLUSION

The results of this study indicate that the mistake buster technique can improve students' mastery of grammar during the learning process of writing English. This can be seen from the increase in the value achieved by each student or the class average score. In addition, this technique of mistake buster can create and distribute students' active involvement in the learning process. The results of this study also have implications for teachers' understanding of the importance of understanding learning techniques that are by the learning objectives and learning experiences of students. However, the results of this study are still limited to the analysis of student errors in using English grammar during the process of learning to write. Therefore, this research can still be developed again or studied in more depth. The next researchers can use the results of this study to deepen the effect of the mistake buster technique on the results of writing paragraphs so that they can comprehensively know the impact of grammar mastery on students' writing results. The results of this study recommend that lecturers who teach structure, and writing and also English teachers in general try using mistake-buster techniques in introducing, developing and strengthening grammatical concepts that will lead to writing skills. Although preparation for learning with this technique can be said to be quite time-consuming because the lecturer or teacher must deliberately insert errors to be analyzed and discussed by students/students, most importantly, the application of this technique can foster students' analytical thinking abilities.

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