

USING THE MISTAKE BUSTER TECHNIQUE IN TEACHING GRAMMAR TO JUNIOR HIGH SCHOOL STUDENTS

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Abstrak

Article ini ditulis untuk menjelaskan bagaimana cara menerapkan “Mistake Buster teknik dalam pengajaran tata basaha untuk anak SMP. Teknik ini membantu guru dalam mengajarkan tata bahasa khususnya *the past continues tense* untuk anak SMP. Kegiatan yang dibahas dalam artikel ini adalah kegiatan awal, kegiatan inti, dan kegiatan akhir. Pada kegiatan awal guru memberitahu siswa bahwa mereka akan membahas tentang *the auxiliary verb be* dalam *past continues tense*. Pada kegiatan inti, guru menceritakan kepada siswa bahwa mereka akan mengulang *past continues tense* dalam kalimat panjang. Kemudian kegiatan akhir, guru membaca teks recount and meminta siswa untuk mendengarkan beberapa kesalahan dan memperbaikinya. Reward diberikan untuk setiap jawaban betul. Guru kemudian mengulang point-point penting dengan memberikan penjelasan tambahan.

Keywords : mistake buster, past continues, JHS students, technique

A. Introduction

English language is important. It is the most widely used language around the world. Since it is used for communication around the world, English language has a big influence in current global situation. Indonesia goverment absolutely realizes this situation, so that, they decide English language as a compulsory subject to learn in formal school.

One of the most important language components is grammar. It should be mastered by the student as well. Without mastering this aspect, the students would be able to construct sentence correctly, both in the oral or written form.

It is quite difficult to engage all of the students in the learning process, especially in teaching grammar for Junior High School students. According to School Based Curriculum, there are two monoloq texts that should be taught to the eight grade students, they are recount text and narrative text. Both of these texts require the use of the past continues tense. The past continues tense is the tense that used to express an action that was in progress at a particular time in the past and two action that were in progress at the same time.

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Occasionally, based on the writer's experience in teaching practice at SMP 3 Batusangkar there several problems occurred in the process of teaching learning grammar. Those problems can be classified in to two sides, the student's side and the teacher side. From the students, it hard for student to get the understanding of past continues tense. There are also so many disturbances done by the students in every short time in the class room

From the teacher side, there are also some problems in teaching grammar. First teacher are not trying to vary the learning, especially learning grammar to become more challenging for student by the correcting their own or others. Thus teacher felt that by playing a role as the source corrector, the grammatical error is resolved sooner.

Grammar is one of the main points to succeed in learning English and also one of the keys in mastering the English skill. According to According to Thornburry (1999), grammar is the study of what forms or structures are possible in a language. It is a description of the rules that govern how a language's sentences are formed. Besides, it is a tool for making meaning. It is a process for making a speakers's or writers' meaning clear. . Similarly, Ur (1996) says that grammar is the way words are put together to make correct sentences.

In addition, Gerots and Wignet (1994) argue that grammar as a theory of language, of how language is put together and how it works. This is in line with Klammar idea (2000) that grammar is the rule that governs the grouping of the words of the language into meaningful patterns. It means that if somebody understands grammar, he or she will be able to find the meaning of the words correctly. Radford (2002) said that grammar is traditionally concerned not just with the principle which determine the formation of words, phrases and sentences but also with the principle which govern their interpretation with the principle which tell us how to interpret (assign meaning to) words , phrases and sentence. There for, Richard et al (1992) grammar as description of structure of a language and the way in which linguistic units such as words and phrases are combine to produce in the language.

Fromkin and Rodman (2007) emphasizes the important role of teaching grammar is to fulfill the language requirements. Teaching grammar states explicitly the rules of language, list the words and their pronunciations, and aid in learning a new language. Therefore, the teacher should teach grammar entirely, because grammar is essential part of language. Hughes (2003) state grammar has an important place in teaching , for instance in proficiency and placement test. Beside that the successful writing of academic assignment also depends on commands of grammar structure.

In order to make the process of teaching and learning grammar more effective and efficient, according to *Permendiknas No. 41/2007*, there is a standard process that might be applied in the process of teaching and learning. It has some procedures that teacher may apply it in teaching the past continuous tense by using the mistake buster technique.

From the opinions above, it can be said that grammar is one of the main points to succeed in learning language. It is the foundation of the language. Grammar is one of the important features that should be learned by the students,

since they can not learn the language without grammar. Thus, teaching grammar in school should be done systematically.

Based on the background above, the writer would like to propose a technique that can make students active, interactive and interesting in teaching grammar by using the mistake buster technique.

The mistake buster one of the appropriate technique in teaching grammar, especially teaching past continues tense. In learning a language, a teacher can vary his or her technique from the teacher-centered to the student-centered learning. In this case, the students should be activated, so that they can learn well, including in correcting a test. The teacher can ask the student to correct the friend's work. Huynh (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.

By using this technique in teaching, a teacher help students learn better by creating good opportunities for them to reflect on what they have learned and take a look at it from a different angle. The students take over the role of correcting mistakes, which is normally done by the teacher, while the teacher herself/himself deliberately become the "mistake maker".

The purpose of this paper is to explain about the teaching of the past continuous tense through the mistake buster technique. It is hoped that this technique can be a solution for the teachers to promote students' grammar mastery.

B. Discussion

The mistake buster technique is a technique students' active participant in evaluating their own grammatical errors that are available made or prepared by the teacher. Here the writer use past continues tense, for eight- grade of Junior High School students. There are two steps that are used in applying the mistake buster technique.

1. Choosing a mistake category

Selecting the mistake category is related to the focus of the lesson being taught. In this teaching learning process, the teacher can choose: (a) the use of the auxiliary verb be (was or were), (b) the use of *when* or *while*, and (c) the punctuation.

2. Preparing the Mistake

In preparing the mistake, the teacher provides some grammatical mistakes to be found and corrected by the students. The mistake can be prepared as follow:

✓ In the form of short sentence.

e.g: (+) She **were** working all day.

(-) They **was not** studying on Sunday morning at 7 a.m

(?) Were you **watched** TV at this time last night?

✓ In the form of long sentence.

e.g: My mother cooked for dinner **when** I was getting home. She was just cooking fried noodle **while** I did my homework.

3. Teaching procedure

This is one of model of applying the Mistake Buster technique in teaching grammar. The material chosen is recount text that uses past continues tense. The procedure of teaching consists of three stages. They are pre-teaching, whilst teaching and post teaching.

a. Pre – teaching

The first step of the teaching process is called pre-teaching stages. It's usually about 10 minutes. The teacher greets the student readiness of study. Then, the teacher tells them the purpose and basic competencies that must be reached in the teaching and learning process. After that, the teacher can ask students about some important point of the past continuous tense. The points might be the auxiliary verb be (was and were), the main verb (verb 1 + ing), the use of when and while and it's punctuation, that can be used to retell an action that was in progress in the past.

The teacher shows the text to the students. Then, ask them to read the whole text while it is discussed. The text is discussed in order to make the students understand what the story is about. However, the teacher doesn't need to take longer time to discuss it.

There are several sentences which are bold in the text. Those sentences are in the form past continues tense. The teacher writes one of those sentences in the board. Then the teacher explains about the form and the use of the past continues tense. Through the sentences which are being discussed, the teacher gives some more examples.

b. Whilst Teaching

In this stage, the process of the learning is aimed to reach Basic Competence which is done interactively, challenging and motivationally. Whilst teaching activity is the main activity in which the lesson begins to be introduced, delivered, and practiced during the class. This may be done for about 65 minutes. This stage divided into three parts: exploration, elaboration, and confirmation.

Exploration : The teacher provides students with several pictures. Those listed-pictures will be tools for teacher in building students' knowledge and activating their schemata about the topic that will be discussed. In this phase, the teacher emphasizes the form of WH questions in Past Continues Tense. Actually, the pictures related to the text.

Elaboration In this part, the teacher provides several tasks for the students. These tasks use for measuring their understanding in the Past Continues Tense form. In addition, there are several tasks that will be given to the students in order to assess their ability in writing past continues form. They are completing the text, fill in the blank, and mistake buster.

One of the appropriate techniques to be implemented to the teaching Past Continues Tense is Mistake Buster. In this technique, teacher devides students into some group works. In grouping the students, teacher should consider the different level of the students. An ideal group should contains both the low-students and the high-ones. Thus, it is better for teacher to handle up the grouping

than just let the students choose their own group member. The amount of the group is based on the number of the students on that class.

The worksheet is consisted of about fifteen questions. Each group is asked to complete the worksheet in a quick time. The first group which is finished quickly will be given a reward by the teacher. It means that one group competes with others group.

The activity can be described as follow:

- ✓ The teacher asks the students to build the sentences through the clues that has given in the worksheet (using **when** and **while**). They have to build the sentence correctly.
- ✓ After the students finish the task, discuss it together.
- ✓ The teacher guides the student to read their correct answer through rolling their group. First group is pointed to answer and if they are correct ask other group to raise its hand to get permission in answering. When it's answer is correct, students will be rewarded 10 point. If the answer given is wrong, students will not get any poin. The chance will be given to students in others group. In making it true, student will also be rewarded 10 poin.
- ✓ The teacher repeats same activity to other groups will take a role as mistake corrector.
- ✓ After all sentences have been read and corrected, the teacher stimulates the students to point out the use of **when** and **while** and get them to draw a chart to illustrate that use of **when** and **while** in a sentence.

Confirmation: In this part, the teacher and students discuss about the mistakes being corrected. The teacher stimulates the students to point out the use of past continuous these and get them to make a pattern of positive and negative sentences in past continuous tense. The teacher calculates the score of each group. The group that get the best score is the winner. The teacher give reflection about the lesson

c. Post Teaching

In last stages of meeting, the teacher give feedback to the students toward the process and learning achievement, it can be like giving reward to every group that have finished their reading well. Then teacher concludes or summarize the lesson by her/ him or together with the students.

From this activity, we can find the purpose of Mistake Buster in teaching and learning past continuous tense. In addition, in this stage the teacher gives homework. Teacher ask student to make ten their sentence that is past continuous tense. Based on the three phases in teaching above, it can be concluded that by using the mistake buster technique the students have opportunities to find and correct mistakes themselves. It can make they understands about past continuous tense. Then can enjoy learn English.

In conclusion, “the mistake Buster technique” is implemented in whilst teaching. Through mistake buster technique, students are directed to be engaged in the lively atmosphere during mastery the grammar point, especially the past

continues tense. Moreover, through this technique, teacher can initiate students to be aware of grammar rule more freely and enjoyable.

4. The Advantages of Using *mistake buster* technique

Using mistake buster technique in teaching past continues tense can give some benefits to the students and the teacher, they are:

- ✓ Mistake buster makes students feel excited because they are actively involved in the learning process.
- ✓ Gives the sense of accomplishment to the students due to the opportunity to identify and correct the possible mistakes themselves instead of the teacher telling them what the mistakes are.
- ✓ Help the teacher to check the student's comprehension and understanding of the lesson given.
- ✓ Students feel comfortable and fun in teaching-learning process.

C. Conclusion and Suggestion

Mistake buster technique is a teaching technique in where teacher help students learn better by creating good opportunities for them to reflect on what they have learned and take a look at it from different angle. In short, this technique can be used in facilitating students' grammar mastery.

Mistake buster technique that used to teach the past continuous tense to the eight-grade students is applied through recount text. This technique is formulated in group work in order to have an effective and efficient time in learning process. In applying this technique, teacher has the high contribution in preparing and giving the task to the students. There are two main stages that should be done by the teacher before start the class. They are preparation and main activity.

In preparation stage, teacher first chose a mistake category. It is important to show focus of the lesson being taught. After chosen the mistake category, teacher prepares the mistakes. Mistakes can be prepared in the form of word list, short sentences, long sentences, or in a paragraph or a whole text.

In main activity, teacher divides a class into several groups and they compete to find and correct the mistaken words. The most important role of the teacher in this stage is to praise students for their efforts and review crucial points or give more explanations in order to deliver a feedback.

It is suggested that teachers should use some interesting techniques in teaching grammar, so that students can enjoy grabbing the grammar mastery. One of the techniques in teaching grammar is Mistake Buster Technique. Some consideration should be considered in applying this technique. These are some of the considerations:

- ✓ Chose the mistake category.
- ✓ Divide students into some groups work.
- ✓ Consider the different level of the students.
- ✓ Praise the students for their effort.
- ✓ Give feedback or more explanations.

Note : This article is created based on writer's paper with advisor Yuli Tiarina.

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