



THE USE OF MISTAKE BASTER TECHNIQUE TO PROMOTE THE STUDENTS' WRITING SKILL

Selvi Aprilia¹, Tahrhun², Herlina³

¹SMK Yayasan Bakti of Prabumulih

^{2,3}Universitas PGRI Palembang

E-mail: ¹selviaprilialia0499@gmail.com, ²runtah98@yahoo.com, ³herlinaasantoso@gmail.com

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Corresponding Author:

Herlina

Email Corresponding :

herlinaasantoso@gmail.com

ABSTRACT

The study aimed to investigate the effectiveness of the Mistake Buster Technique in improving the writing achievement of tenth-grade students at SMK Yayasan Bakti Prabumulih. The objective was to determine whether the use of this technique effectively enhanced the students' ability to write recount paragraphs. An experimental design was employed for this study, specifically a group pretest and posttest design. The population consisted of all tenth-grade students at SMK Yayasan Bakti in the academic year 2021–2022, totaling 60 students. A sample of 28 students was selected using purposive sampling, with 28 students assigned to the experimental group (X TKJ 1) and 32 students to the control group (X TKJ 2). The data were collected through pretests and posttests and analyzed using SPSS 23 software. The results revealed that the experimental group had an average posttest score of 68.03, while the control group had an average posttest score of 61.92. The critical value at a significance level of 0.05 for a one-tailed test with 62 degrees of freedom was 1.699. As the obtained t-value of 13.920 was higher than the t-table value, the null hypothesis was rejected and the alternative hypothesis was accepted. This indicates a significant difference between the tenth-grade students at SMK Yayasan Bakti who were taught using the Mistake Buster Technique for learning to write recount paragraphs and those who were not.

Keywords: *Writing skill, Recount Text, Mistake Buster Technique*

1. INTRODUCTION

Writing is widely recognized as one of the most challenging language skills to acquire. It demands complex thinking processes and requires a combination of thinking skills and creative abilities. Moreover, it is governed by specific rules and conventions that support effective written communication. Compared to other language skills, writing is often considered the most complicated skill to master. It encompasses various components, including vocabulary

selection, sentence construction, grammar usage, punctuation, and overall coherence. Developing proficiency in writing requires a deep understanding of these elements, as well as the ability to adapt to different writing styles and contexts.

The primary purpose of writing is to share thoughts, ideas, and information in a clear, simple, and understandable manner. Effective writing involves expressing ideas with precision and conciseness, ensuring that the intended message is conveyed accurately to

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the reader. Achieving this level of proficiency in writing necessitates continuous practice and refinement. Different types of writing exist, each with its own unique dynamics and requirements. It is essential for students to familiarize themselves with the strategies and techniques specific to each format. For instance, according to Amin (cited in Pardiyono, 2015), there are various writing types, such as descriptive, recount, narrative, exposition, procedure, anecdote, news item, and discussion. Among these types, recount writing focuses on retelling past events, providing details about the individuals involved, the location, and the time of occurrence. Writing involves the use of letters and symbols to convey meaning. It serves as a written record of speech, capturing and preserving information for future reference. Through writing, individuals can communicate across time and space, transcending immediate contexts and facilitating the sharing of knowledge and experiences.

In conclusion, writing is widely regarded as the most difficult language skill due to its complexity and the range of competencies it demands. It requires complex thinking processes and creative skills, all while adhering to specific language rules. Effective writing involves clear and concise expression of thoughts and ideas. Continuous practice and exposure to various writing formats are crucial for developing proficiency. Writing serves as a means to share information and experiences, conveying meaning through the use of letters and serving as a written record of speech.

As a response to the aim above, an observation at SMK Yayasan Bakti Prabumulih was conducted to get data about students' writing skills. The result of the observation shows that the students had not yet understand well how to write recount composition by using simple past form in well organization.

Furthermore, the challenge in teaching writing is not solely confined to the development of writing skills. Another crucial aspect is class management. The teacher's approach and method of delivering the material play a vital role in facilitating students' understanding. Finding effective ways to make writing lessons engaging and enjoyable for students is a constant challenge for educators. In an effort to address this challenge, the writer explores the implementation of the "Mistake Buster Technique" as an interesting teaching approach for writing. This technique involves assigning the role of "mistake corrector" to the students, where they actively identify and rectify grammatical errors. The technique aims to create a sense of excitement and accomplishment among students, while simultaneously allowing the teacher to assess their understanding of grammar concepts.

The "Mistake Buster Technique" serves as a valuable tool for reinforcing and promoting productive skills, such as writing and pronunciation. By actively involving students in the identification and correction of mistakes, this technique encourages them to develop a deeper understanding of grammar rules and structures. Moreover, it fosters a

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sense of responsibility and engagement in the learning process, as students take on an active role in monitoring and improving their own writing skills.

In summary, addressing the challenges associated with teaching writing extends beyond the development of writing skills alone. Class management and finding engaging teaching techniques are equally important. The "Mistake Buster Technique" offers an exciting approach to teaching writing by involving students in the process of identifying and correcting mistakes. This technique not only promotes a sense of accomplishment but also serves as an effective tool for reinforcing grammar concepts and enhancing productive skills, such as writing and pronunciation.

According to Santi (2016), the "Mistake Buster Technique" is a valuable tool for teaching grammar, particularly when focusing on specific topics like past tense verbs. This technique not only helps teachers assess students' understanding of grammatical rules but also enhances their writing and production skills.

One effective approach that teachers can employ to actively involve students in the process of correcting their writing is the "Mistake Buster Technique." This technique, as explained by Sudawarman (cited in Huynh, 2020), encourages students to reflect on their learning and view it from a different perspective. In this technique, the teacher prepares an activity where students assume the role of correcting mistakes, a role typically

performed by the teacher. Meanwhile, the teacher intentionally takes on the role of the "mistake maker." By adopting this technique, students become active participants in the learning process and take ownership of their learning by identifying and rectifying mistakes themselves.

Through the "Mistake Buster Technique," students are given the opportunity to engage actively in the learning process. They are challenged to analyze and correct errors, fostering a deeper understanding of grammatical concepts. This technique empowers students to become more independent learners as they take responsibility for identifying and rectifying mistakes in their own writing. In summary, the "Mistake Buster Technique" is a valuable technique for teaching grammar and enhancing writing skills. By involving students in the process of correcting mistakes, teachers can assess their understanding of grammatical rules while also promoting active learning. This technique encourages students to reflect on their learning and actively engage in the learning process, providing them with the opportunity to identify and correct mistakes themselves.

Huynh states that this activity is a simple technique, the students to correct the error of writing themselves makes thus activity effective in getting students' attention and participation. First, the teacher needs to select a mistake category that is pertinent to the focus of the lesson being taught, for example the mistakes of grammar on writing or vocabulary, the wrong verbs to be found and

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corrected by the form of a verb list, in short sentences, in long sentences or in a form of text. Second, the teacher also can be prepared another mistakes categories, such as the mistakes of mechanic of the text, like punctuation or spelling of the words, or can be a set of disordered paragraph. Third, teacher asks the students to arrange it in appropriate sequence of event. Last one, after corrected the mistake that they found, students asked to rewrite the correct one on a piece of paper, students can correct it in group or individually. This technique can also helped the teacher to check the students understanding of a writing point or comprehension of a reading task, that is by check their work after corrected the errors provided in a text.

According to Amin (2015), Mistake buster technique as one of the interesting techniques in teaching writing, this technique was bring the students act as “mistake corrector” it can make the students exited, this technique is really useful for reinforcing and promoting the productive skill.

Based on the description above encourages the researcher to conduct research entitled the use of mistake buster technique to promote the students’ writing skill.

2. LITERATURE REVIEW**Concept of Writing**

Writing skill is a fundamental aspect of language proficiency that enables individuals to convey their thoughts, ideas, and emotions through written form. As highlighted by Amin (cited in Broughton, 2015: 25), writing conventions often exhibit less flexibility compared to conversational communication, and the language utilized tends to adhere to standardized norms.

Amin (cited in Jacob, 2015: 25) identifies five essential components that contribute to effective writing. These components encompass content, organization, vocabulary, language use, and mechanics. The first component, content, refers to the substance and coherence of the written piece. It involves the development and articulation of ideas, ensuring that the message is clear and engaging to the reader. Organization plays a crucial role in structuring the writing piece. It entails the use of appropriate paragraphs, headings, and logical sequencing of ideas to enhance readability and comprehension.

Vocabulary, the third component, encompasses the selection and implementation of suitable words and phrases to convey the intended meaning effectively. A wide range of vocabulary allows for precise expression and the ability to capture nuances in writing. Language use refers to the proper application of grammar, syntax, and sentence structure. It involves utilizing correct tenses, agreement, and word order to ensure coherence and grammatical accuracy in the written work. The final component, mechanics, relates to the technical aspects of writing, such as spelling,

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punctuation, capitalization, and handwriting. Attention to these details ensures clarity and professionalism in the presentation of the written piece.

In summary, writing skill encompasses several vital components. These include content, organization, vocabulary, language use, and mechanics. Understanding and applying these components enable individuals to express their ideas effectively and engage readers. Developing proficiency in writing involves honing each component to produce coherent, well-structured, and grammatically correct written work..

Concept of Recount Text

A recount is a form of written text that serves to retell a past event or experience. As explained by Pardiyono (2007: 63), a recount text begins by providing the reader with details about the individuals involved, followed by a description of what took place, where the event occurred, and when it happened. In the context of an Online Education Journal, a recount may conclude with a reorientation that summarizes the events in chronological order. The purpose of a recount is to inform and, in some cases, entertain the audience.

Septika (2016: 26) further emphasizes that a recount text is a type of composition that systematically narrates past events. Its primary objective is to convey information to the reader while also providing entertainment value.

To conclude, a recount text is a written composition that recounts a specific event or incident that transpired in the past. It typically

aims to inform the reader about the details of the occurrence and may also serve to entertain.

Concept of Mistake Buster Technique

The Mistake Buster Technique is a valuable approach used to facilitate error correction in students' writing and aid teachers in analyzing their writing skills. As described by Fush (2014), the Mistake Buster Technique encourages active student participation in evaluating and rectifying their own grammatical errors, which are typically identified by the teacher. This technique promotes a sense of ownership and responsibility for their learning process.

Furthermore, Kjosmen (2015) highlights the importance of learner engagement and active participation in the learning process. When learners are actively involved, their learning experiences become more meaningful and effective. Therefore, when selecting teaching methods, it is essential to choose approaches that foster active learner involvement. The Mistake Buster Technique aligns with this principle, as it empowers students to take charge of their own learning by identifying and correcting mistakes in their writing.

Creating an environment that supports open exchange, sharing of opinions, and problem-solving strategies is crucial for effective learning, as pointed out by Huyn (2003). The Mistake Buster Technique encourages such an atmosphere, where students feel comfortable expressing their ideas and engaging in discussions. This

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technique promotes a culture of trust and acceptance of different perspectives and values, leading to a rich learning experience.

The Mistake Buster Technique has proven to be effective for beginner to high intermediate students, as noted by Huyn (2003). This technique can be adapted and implemented step-by-step in the classroom, ensuring that teachers can tailor it to suit the specific needs and dynamics of their classes. By following a systematic and comprehensive explanation of the technique, teachers can successfully integrate the Mistake Buster Technique into their teaching practices and enhance their students' writing skills.

In summary, the Mistake Buster Technique is a valuable approach for error correction in writing. It encourages active student involvement and responsibility for identifying and rectifying grammatical errors. By creating an environment that fosters open exchange and problem-solving, this technique promotes meaningful learning experiences. Adaptability and step-by-step implementation guidance make the Mistake Buster Technique applicable to various learner levels and classroom settings, benefiting both students and teachers alike.

3. METHODS

This research, the researcher used quasi-experimental design with two groups pre-test and post-test. The written use the experimental and control group, where the experimental group was treated by using

Mistake Buster Technique and control group was treated without the experimental technique. This research focused on non-equivalent control group design since control group and experimental group was not chosen randomly. The first class is the experimental class and the second class is the control class. The experimental class and the control class received a pre-test to determine the students' baseline scores on English proficiency in the past tense. During the treatment, the experimental class was taught by giving the Mistake Buster Technique while the control class was taught by the conventional method. After the treatment, both classes received a post-test to determine the outcome of the treatment. To find out the significant difference between the experimental class and the control class, the researcher compared the score before and after the test of the two classes.

Considering of the purpose of this research, the writer will use the quantitative method. According to Sugiyono (2016; 9), pointed out that quantitative method is a research based on positivism philosophy, this method is used instruments to collected the data of the research and data analysis used quantitative in nature to test the hypothesis set. The formula of this design was shown in table 2 as follow :

Table 2**The Experimental Design**

Groups	pretest	Treatment	Posttest
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Experimental	O ₁	X	O ₂
Control	O ₃		O ₄

O1	= Pretest
O2	= Posttest
O3	= Pre-test in control class
O4	= Post-test in control class
X	= The Treatment using Mistake Buster Technique

N	Valid	40
	Missing	1
Mean		54,300
Median		60,750
Mode		62,0
Std. deviation		13,4091
Range		41,0
Minimum		25,0
Maximum		66,0
Sum		2171,0

4. RESULTS AND DISCUSSION**Result of Pre-test in Experimental Class****Pretest experimental**

N	Valid	32
	Missing	0
Mean		59,435
Median		60,000
Mode		58,0
Std. Deviation		4,9503
Range		17,5
Minimum		49,5
Maximum		67,0
Sum		1902,5

In descriptive statistics of student's pre-test score experimental group were resulted, the total number of sample was 32 student's. The minimum score was 47,5, the maximum score was 67, the mean score was 59,4 and the score of standard deviation was 4,9503, the range score was 17,5, the median score was 60,000.

Result of Pretest in the Control Group**Statistics****Pretest Control Group**

In the student's pre-test score in control group were resulted, the number of simple was 32 student's. The minimum score was 25, the maximum score was 66, the mean score was 54,3, the median score was 60,7, the standard deviation was 13,4091.

Result of posttest in the Experimental**Group Statistics****Posttest Experimental Group**

N	Valid	40
	Missing	1
Mean		68,038
Median		77,250
Mode		76,0
Std.Deviation		20,1617
Range		58,0
Minimum		25,0
Maximum		83,0
Sum		2721,5

In students post test score resulted, the total number of simple was 32 students. the score was 25, the maximum score was 83, the median score was 77,2 and standard deviation was 20,1617. Therefore, from descriptive

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statistics of students in experimental class, it showed that was increasing of students score pre-test and post-test in experimental class.

Result of Posttest in the Control Group**Statistics****Posttest Control Group**

N	Valid	40
	Missing	1
Mean		61,925
Median		69,500
Mode		70,0
Std. Deviation		17,2644
Range		57,0
Minimum		25,0
Maximum		82,0
Sum		2477,0

In students post-test score in control class were resulted, with total number of simple was 32 students, the minimum score was 25, the maximum score was 82, the mean score was 61,9 the median score was 69,5 and standard deviation score was 17,2644.

5. CONCLUSION

Based on the findings describe in chapter IV, the result of pretest and posttest in both experimental and control group show that there was substantial impact on achievement Recount Text for the tenth grade students writing who are not. This suggest that teaching students to write recount text through mistake buster technique could improved their writing. In conclusion, there was significant difference between the students who taught writing through mistake buster technique to the tenth

grade students of SMK Yayasan bakti Prabumulih and those who were not.

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