

# CHAPTER I

## INTRODUCTION

### **1.1. Background of The Study**

At this time, everyone knows about the English and they can learn English everywhere. English is very useful for communication with people in other countries. This is one of the reasons the students have to learn English very well. In Indonesia, English becomes a subject that must be learned by students. This is a little bit difficult for students especially for junior high school to be proficient four skills in English. Those skills are listening, speaking, reading and writing. The students do not just focus on these skills, but they also learn some components in English like vocabulary, pronunciation, spelling, and grammar. Grammar is an important part in learning English. It will support the learner in learning the way language is used.

According to Hartwell (2009:109), grammar is the set of formal patterns in which the words of a language are arranged in order to convey larger meanings. Similarly, Apen (2016:181) stated that grammar is the feature of rules to create a sentence in a certain language. Grammar is very important in learning language, without grammar the words do not have a good meaning. It means that the messages of the words or sentences do not reach the reader or hearer. When the word stand-alone there is not meaning clearly but when the words arranged together it will have the larger meaning and it is easy to understand.

Talking about grammar, Knapp & Watkins (2005:32) adds that traditional-type grammars are developed to describe and analyze the way that words are put together within sentences. It explains that grammar is the study of how the words are put together within sentences.

Grammar is basic knowledge for students to learn English. It has several topics in learning grammar there are noun, adjective, tenses, pronoun, adverb, and so on. Tenses have an important role in grammar. According to Rahman & Ali (2015:131), tense is related to time, and time refers to 'when' an action takes place. Furthermore, M.A. (2013: 32) stated that tense is used to express the location of an event or state in time, which can be divided into the future, present and past. All the tenses above have different functions in grammar. It shows that the form of the verb in the sentence depends on the use of the time event. It has the different rule in using time event. If the students want to tell about some event at this time, they can use present tense. Then if the students want to tell about some events in the past, they can use the past tense, and if the students want to tell about something in the future they can use the future tense. Besides that, when the speaker wants to speak something they must pay attention to the grammatical rule that have correlation with the moment speaking. It helps the hearer to understand well the conversation and the conversation will run well.

Tenses have divided in several parts. There are present, past, and future. Simple past tense becomes one of them. Simple past tense is the events that occurred or action activities that done in the past in the simple form and known the occurrence of events do (Kardimin, 2009:155). In line

with Kardimin's opinion, Obeidat (2014: 63) said that simple past tense is used for actions completed in the past at a definite time. The time that usually used to identify simple past tense using time markers like yesterday, last year, ago, and others. 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: 10). Furthermore, simple past tense is used in writing story, text, and others. It is already taught in junior high school. So, the students will know how to use simple past tense correctly.

It is very important for students to understand well about simple past tense. They will be difficult to communicate with other people when they do not understand simple past tense. Otherwise, if the students understand well about simple past tense, they will be easy to communicate with other people and make something with good grammar. Simple past tense is used in some text like recount and narrative text. Narrative text contains story by presenting the sequence of events and actors which are characterized as heroes or cowards (Mubarok, 2012:163-164). In addition, narrative text is the text to amuse, entertain, and to deal with actual or various experience in different ways (Gerot & Wignell, 1994:204).

Narrative text will be learned by students in eight grades in junior high school. The use of simple past tense in narrative text sometimes makes students difficult in understanding the text. When the students do not know past form and also the meaning of the verb, the students will feel bored to follow the class. Most of students do not really enjoy in learning grammar. They think that grammar is not really important. Speaking English fluently is

more important, although the grammar is incorrect. It is like in SMP Islam Pecangaan especially eight grades. There are some students that are still confused in using the simple past tense. They do not understand well the differences between nominal and verbal, regular and irregular verb. They are confused if the verb is applied in the text like narrative text or when the teacher tells about the past event. It will influence their ability in learning English and they will be difficult to expert the grammar. This situation requires the teachers to solve the problem, but unfortunately most of them have not use the suitable technique. Technique is very important to teach students, especially when English class in the afternoon and in the end of the lesson. The techniques are like using snakes and ladders game, the mistake buster technique, jigsaw technique, Communicative language teaching, and others. The good technique will help the students engage in English class.

The mistake buster technique could become an alternative technique in solving the problem above. According to Syam (2017: 107), the mistake buster technique is an activity where the students take over the role of correcting mistakes (which is normally done by the teacher), while the teacher deliberately become the "mistake maker". Similarly, Hanifa & Tiarina (2013: 343) add that 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. In addition, Huynh, (2003) stated that mistake buster technique is a simple technique but it is very effective in getting students' attention and participation.

By using this technique, it will help the students to remember the form of simple past tense, they can be active to check the dictionary if they want to know well about simple past tense. So, this technique makes students more active to identify and correct some mistakes in grammar error especially in simple past tense. There are some activities of this technique. For examples, the teacher gives some verb error and the students must solve the problem in a group. It will be interesting because the members of the group are the students with different ability. So, they will work together and help each other.

The team work is needed in this technique. The students are collaborated with other students and active participate to solve the problem. The class is divided in two groups and the teacher gives the question or other. Before the teams answer the question they must raise their hand to ask permission before answer the question. They will get score in the correct answer. It will be easier for students to answer the question together and helps the students in proficient grammar.

To summarize the description above, the writer concludes that the mistake buster technique gives the students' chance to be active and participate in becoming a mistake corrector. It is good for learning grammar. The students can discuss together with their friends to solve the problem. The teacher gives some verb error in the text or sentences and the students must identify and correct it. The students are able to understand and remember about simple past tense easily.

Based on the background above the writer proposes a research proposal entitled “The Effectiveness of Mistake Buster Technique to Improve Students’ Grammar Mastery (An Experimental Research at Eight Grade Students of SMP Islam Pecangaan in The Academic Year 2017/2018)

### **1.2. Statement of The Problem**

From the explanation above, the writer formulated the research question as follow: How effective is the use of the mistake buster technique in improving students’ grammar mastery at eight grade students of SMP Islam Pecangaan?

### **1.3. Objective of The Study**

The objective of the writer is to find out the effectiveness of the use mistake buster technique in improving students’ grammar mastery at eight grade students of SMP Islam Pecangaan.

### **1.4. Significance of the Study**

The result of the research was expected to be able to give the following benefits for:

a. Students

Based on this research the students expected to improve their grammar mastery by using the mistake buster technique. Besides that, the students are expected easier in studying grammar especially simple past tense. They are able to be active and participate in English class.

b. Teacher

This research gives an idea to the teachers how to teach English especially in teaching grammar by using alternative technique. The teacher can make English class become fun and interesting. So, the students will enjoy and be active to participate in English class.

c. School

This research provides an overview to school for improving students' achievements in learning English. On the other hand, it can improve the quality of school like the teachers and students. This research can be used as consideration to be applied in class-teaching.

d. Other Researchers

The other researchers will get some information related how to teach grammar with alternative technique. Then they can use this research as the material consideration for other research. Besides that, it can be developed with another approach or combined it in another way as reference for the other researchers to be better.

### **1.5. Hypothesis of The Research**

Ho : There is no a significant difference in students' grammar mastery between the students who are taught by using the mistake buster technique and those who are taught by using the conventional technique.

Ha : There is a significant difference in students' grammar mastery between the students who are taught by using the mistake buster

technique and those who are taught by using the conventional technique.

### **1.6. Thesis Organization**

This paper consists of five chapters which divided into several parts. The first chapter is introduction. It is illustrated about background of the study, statement of the problem, objective of the study, significance of the study, and the last is thesis organization. The second chapter is review of related literature. In this chapter consist of previous studies and theoretical review.

The third chapter is research method. It talks about types of research, unit of analysis, technique of data collection, and technique of data analysis. The fourth chapter presents discussion and the results. The last chapter deals with conclusion and suggestion.