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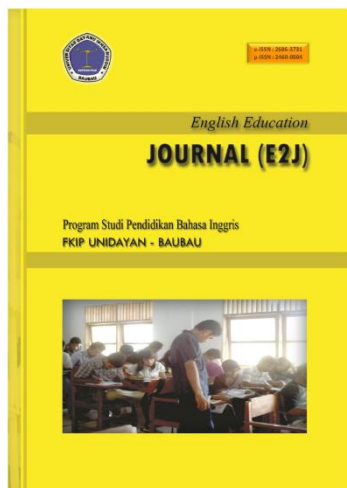
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Author's Correspondence

Email:

baharudinadu@unidayan.ac.id

dayanamauli2@gmail.com



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**English Education Department  
Teacher Training and Education  
Faculty  
Universitas Dayanu Ikhsanuddin**

Address:

Jl. Sultan Dayanu Ikhsanuddin No. 124  
Baubau, post code 93724  
Southeast Sulawesi, Indonesia

# THE USE OF MISTAKE BUSTER TECHNIQUE ON STUDENTS' INTEREST IN LEARNING ENGLISH STRUCTURE AT ENGLISH STUDENTS OF DAYANU IKHSANUDDIN UNIVERSITY

**Baharudin Adu<sup>1)</sup>, Maulidayana Ilmi<sup>2)</sup>**

<sup>1)</sup>Lecturer, <sup>2)</sup>Student of English Education  
Department, Universitas Dayanu  
Ikhsanuddin

Jl. Sultan Dayanu Ikhsanuddin No. 124  
Baubau, Southeast Sulawesi, Indonesia.

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## Abstract

Problem statement of this research was whether there was a significant effect of the use Mistake Buster Technique on students' interest in learning English structure in second semester at English students of Dayanu Ikhsanuddin University. Objective of the research was to find out the effect of Mistake Buster Technique on students' interest in learning English structure in second semester at English students of Dayanu Ikhsanuddin University. The research used a quantitative approach with the pre-experimental method. The population was the second semester at English students of Dayanu Ikhsanuddin University consist of 30 students. The sample was 30 students and was taken used the total sampling technique. The research found the mean score of pre-questionnaire was 73.53 and mean score of post-questionnaire was 82.20. And also the result p-value (sig.(2-tailed)) was  $0.001 < 0.05$ , and t-test was 10.44. It was concluded that there was a significant effect of the use Mistake Buster Technique on students' interest in Learning English structure at English students of Dayanu Ikhsanuddin University.

Keywords: Mistake Buster Technique, Students' Interest, Structure

## Abstrak

Rumusan masalah dari penelitian ini adalah apakah ada pengaruh yang signifikan dari penggunaan Teknik Mistake Buster terhadap minat siswa dalam mempelajari struktur bahasa Inggris pada semester kedua mahasiswa bahasa

Inggris di Universitas Dayanu Ikhsanuddin. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh teknik Mistake Buster terhadap minat siswa dalam mempelajari struktur bahasa Inggris pada semester kedua mahasiswa bahasa Inggris Universitas Dayanu Ikhsanuddin. Penelitian ini menggunakan pendekatan kuantitatif dengan menerapkan metode pra eksperimen. Populasi penelitian ini adalah mahasiswa semester dua bahasa Inggris Universitas Dayanu Ikhsanuddin yang berjumlah 30 mahasiswa. Sampel berjumlah 30 siswa dan menggunakan teknik total sampling. Penelitian ini menemukan skor rata-rata pra-kuesioner adalah 73,53 dan skor rata-rata pasca-kuesioner adalah 82,20. Analisis statistik inferensial diperoleh nilai p (sig.(2-tailed)) sebesar  $0,001 < 0,05$ , dan uji t sebesar 10,44. Berdasarkan hasil tersebut, disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan Mistake Buster Technique terhadap minat belajar struktur Bahasa Inggris mahasiswa pada mahasiswa Bahasa Inggris Universitas Dayanu Ikhsanuddin.

Kata kunci: teknik penghilang kesalahan, minat siswa, struktur

## 1. INTRODUCTION

Education is important to every individual around the world. Education is not the process of imposing the will of the teacher on students, but rather making it easier for students to develop themselves optimally. Through education various aspects of life are developed through learning processes. According to Sagala [1] Learning is a two way communication process, namely teacher as an educator and student as learner. One of the important of education is learning English. This is because English is an international language that is most widely used by the world community. Brumfit [2] states that English is an international language that is the most widespread medium of international communication. English has four skills to learn, namely listening, speaking, reading, and writing. In addition, learning English does not only focus on these skills, but there are several components, namely grammar, pronunciation, spelling, and vocabulary.

English Structure or grammar is the most important language component in English. By mastering this aspect, students will be able to compose English sentence

correctly, both in spoken and written form. Mujoko [3] express that, learning grammar will help students master four English skills. According to Hartwell [4], Grammar is a set of formal patterns in which the words of a language are composed to convey greater meaning. Structure is one of the competencies that always gets the main attention in learning English. However, the reality is that learning this course has serious problems. Almost some students find it difficult to learn. Because there are many rules to keep in mind when using verbs, and nouns, as well as past, present, and future tense formulas. Students have difficulty understanding which causes decreased interest in learning. As a result, it is difficult for students to increase their level of learning. Sujanto [5] expressed his concern about the loss of students' interest in learning, because according to him learning interest greatly impacts learning outcomes.

Based on the result of interviews that have been conducted by researcher with the lecturer of structure at the English education study program at Dayanu Ikhsanuddin university, researcher obtained information that in the structure course, one of the problems found was students' grammatical understanding. There are still some students who think structure is difficult to understand. There were some students who were less active and lacked motivation and interest in learning structure. So, there are many students get low scores in English.

There are many factors that can affect students' grammatical understanding. Quality during the learning process is one of them. How the lecturer demonstrates the material to students is the key to the learning process. There are many techniques that can make students enjoyable, easy, and memorable about structure. One of them is Mistake Buster Technique. This technique was first introduced by Huynh [6]. Mistake Buster technique is a language teaching technique that emphasizes the participation of students to assess the grammar mistakes they see in the material prepared by the teacher. Huynh [6] states that mistake buster is a very effective technique applied in directing students to be actively involved and responsible in learning by practicing correcting inappropriate sentences given by

the teacher. By changing the role of the "Mistake Buster" technique, Huynh found that student had more excited about learning. In relation to the above statement, Hanifa & Tiarina [7] add that the mistake buster technique is a technique students' active participant in evaluating their own grammatical mistakes that are available made or prepared by the teacher.

A study was done by Syam [8] at SMA Negeri 3 Makassar. The result of this research shows that the use of the Mistake Buster technique is more effective in improving the mastery of English grammar for tenth grade students of SMA Negeri 3 Makassar, and the likert scale shows that students are interested in learning grammar by using the mistake buster technique.

Based on the description above, the purpose of this research was to find out the effect of the use of the mistake buster technique on students' interest in learning English structure in second semester at English students of Dayanu Ikhsanuddin University.

### **1.1 Mistake Buster Technique**

According to Huynh [6], The Mistake Buster Technique is a technique where students participate in correcting writing mistakes made by the teacher. This technique in principle gives students the opportunity to correct mistakes. Huynh [6] stated this activity is a simple technique, the students correct the writing mistake themselves which make this activity effective and get the attention and participation of students. According to Fusha [9] defines Mistake Buster technique which make the students active in evaluating their grammatical mistake that are made by teacher. Mistake Buster Technique really helps students to understand grammatical mistakes.

The procedure for applying the Mistake Buster Technique in learning according to Huynh [6] is as follows:

- 1) Preparatory steps
  - a) Choosing a mistake category
  - b) Preparing and inserting mistakes (Incorrect verbs for students to find and correct can be prepared in the form of a list of verbs, in short

sentences, in long sentences, or in narratives).

- 2) Activity Steps
    - a) Step 1: The teacher can make a verb list that is inserted with mistakes.
    - b) Step 2: The teacher can add short sentences that are inserted with mistakes.
    - c) Step 3: The teacher can add long sentences that are inserted with mistakes.
    - d) Step 4: The teacher can substitute words and sentences into a narrative with mistakes inserted, and gives appreciation and feedback to students
- Huynh [6] mentions a number of advantages that can be obtained from using Mistake Buster technique for teaching and learning process. These advantages include:
- 1) Students are interested and enthusiastic in the learning process.
  - 2) Students have the opportunity to identify possible mistakes on their own, not from the teacher. So, it makes students satisfied when they can find mistakes.
  - 3) Students will be actively involved in the learning process and responsible for its learning.
  - 4) This technique can help teachers to check students' understanding of sentence structure
  - 5) Students get a new and fun learning experience.

### **1.2 Students' Interest in Learning**

According to Slameto [10] interest is a feeling of preference and a sense of attachment to something or activity, without anyone ordering it.

Syah [11] also argues that interest means high tendency and enthusiasm or a great desire for something. If someone has a great desire for something then anything will do.

Students Interest in Learning according to Djamarah [12] interest is a persistent tendency to pay attention to and remember an activity. Interest affects student learning activities. Students who are interested in learning will certainly be diligent and serious in learning. Mursyidi [13], states that learning is a change for individuals related to changes in knowledge, attitudes,

understanding self-esteem, interests, and adjustment that involve all of a person's behavior. Meanwhile, Hamalik [14] states that learning is a modification or strengthening of behavior through experience.

Winkel [15] states interest in learning is the tendency of subjects that arise to feel interested in particular field of study or subjects and feel happy studying the material.

According to Slameto [10] there are several indicators used to measure student interest in learning, namely feelings of pleasure, attention, interest, and involvement:

- 1) Feelings of pleasure: if a student has a feeling of pleasure towards a certain lesson then there will be no sense of compulsion to learn. Examples: love English lessons, being easy to study, and having pleasure if the English teacher comes into the class
- 2) Attention: concentration of students to the exclusion of other things. Students have attention to the lesson so they will naturally pay attention to the lesson. Examples: paying attention to the teacher's explanation, having complete notes, or getting ready before beginning the subject.
- 3) Interest: Interest is related to the student's encouragement of interest in a lesson or an activity. Examples: be encouraged to follow lessons, feel important to study, or come into the classroom on time.
- 4) Involvement: students in the lesson results in the student being happy to do activities from the learning process. Examples: asking the teacher if they do not understand, doing assignments, and repeating the lessons that have been given.

### 1.3 Structure

Structure is a regular pattern of presentation in an English sentence. The structure according to Brown [16] states is a system of rules that regulates the placement and relationship of words in a sentence. According to Harmer [17], states that grammar of a language is the description of the ways in which words can change their

forms and combine into sentence in that language. Meanwhile, Apen [18] states that grammar is the rule in making sentences in a language. Joyce and Burns [19] said that grammar is the study and practice of the rule by which words change their form and are combined into sentences. It helps the learners to combine the words, to produce sentence correctly.

Structure is one of the important components in learning English that should not be ignored at all. Fromkin et.al. [20] emphasized that, the important role of teaching grammar is to fulfill the language requirements. By learning English structure, it will be easy to know the meaning of a sentence well as being able to convey it to others. Without structure, a sentence will not be well organized because structure is the steps in making a correct sentence.

Hughes [21] state that, 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. One cannot expect the importance of English structure in sentences because it can affect communication

## 2. METHOD

### 2.1 Design of the Research

In this research, the researcher used a quantitative approach. By used experimental research methods with the form of pre-experimental. Emzir [22] stated that Pre-experimental design was a single group without control group. This research aimed to find out the level of students' interest in learning English structure after applying the mistake buster technique.

The variable in this study consisted of two variables, namely the independent variable (X) and the dependent variable (Y). The independent variable in this research was Mistake Buster Technique and the dependent variable in this research was Students' Interest in learning English Structure.

In this research, the researcher took the second semester at English students of Dayanu Ikhsanuddin University which consists of 30 samples from 30 students. The technique sample of this research was total sampling technique.

The instrument of this research was a questionnaire. The questionnaire distributed to the students which consist of some alternative answers that strongly agree, agree, undecided, disagree, and strongly disagree to know the effect of using mistake buster technique on students' interest in learning English structure.

## 2.2 Technique of Data Collection

The following were the techniques of data collection that were applied by the researcher in collecting data for the research. First, the researcher giving a pre-questionnaire to students before the treatment. Then giving the treatment by using of Mistake Buster Technique in the teaching and learning process. And last, the researcher giving a post-questionnaire to students, it was given at the end of teaching to find out the students' interest in learning English structure after the treatment.

## 2.3 Technique of Data Analysis

The data analysis used in this research is descriptive statistics which to know the spread of the data (mean, mode, etc.), and inferential statistics which to tested the hypothesis using paired sample t-test. The score of these data calculates by using the SPSS program 29.0.

## 3. RESULT AND DISCUSSION

### 3.1 Result

In the findings of this research, there are two kinds of data analysis were presented. These are descriptive statistics and inferential statistics. Descriptive statistics display the mean, median, mode, standard deviation, variance, minimum and maximum score of questionnaire data. The inferential statistics present the testing of the hypothesis.

#### 3.1.1 Descriptive Statistic

##### a. Students' interest in Learning in Pre-questionnaire

The questionnaire consists of 20 items. It contains questionnaire score of students' interest in learning English structure before treatment. The data could be seen in the following table:

Table 1. Descriptive Statistics of Prequestionnaire

Mean	73.5333
Std. Error of Mean	1.31720
Median	75.0000
Mode	78.00
Std. Deviation	7.21461
Variance	52.051
Range	27.00
Minimum	58.00
Maximum	85.00
Sum	2206.00

From the table above which could be seen that the maximum score is 85.00 and the minimum score is 58.00, while the range is 27. Besides, the median of the variable is 75.00, the standard deviation is 7.214, the mode is 78.00, and the mean of variable is 73.53. The detail of frequency distribution could be seen in table 2 below.

Table 2. Score Classification level of students' Pre-questionnaire

No	Category	Range	F	Percent
1	Very High	86-100	0	0%
2	High	71-85	20	66.7%
3	Moderate	56-70	10	33.3%
4	Low	41-55	0	0%
5	Very Low	00<40	0	0%
<b>Total</b>			30	100%

Based on the table above, it could be seen that there were none students who got score in the range  $00 \leq 40$  or very low category, none students who got score in the range of 41-55 or low category, ten students who got score in the range 56-70 or moderate category, twenty students who got score in the range of 71-85 or high category, and none students who got score in the range of 86-100 or very high category. It could be concluded that students' interest in learning English structure before being taught by mistake buster technique was already in the high category. Because most of students got high category.

### b. Students' Interest in Learning in Post-questionnaire

The questionnaire consists of 20 items. It contains questionnaire score of students' interest in learning English structure after treatment. The data could be seen in the following table:

Table 3. Descriptive Statistics of Post-questionnaire

Mean	82.2000
Std. Error of Mean	1.08744
Median	82.0000
Mode	80.00
Std. Deviation	5.95616
Variance	35.476
Range	24.00
Minimum	71.00
Maximum	95.00
Sum	2466.00

From the table above which could be seen that the maximum score is 95.00 and the minimum score is 71.00, while the range is 24. Besides, the median of variable is 82.00, the standart deviation is 5.956, the mode is 80.00, and the mean of variable is 82.20. The detail of frequency distribution could be seen in table 4 below:

Table 4. Score Classification level of students' post-questionnaire

No	Category	Range	F	Percent
1	Very High	86-100	8	26.7%
2	High	71-85	22	73.3%
3	Moderate	56-70	0	0%
4	Low	41-55	0	0%
5	Very Low	00<40	0	0%
<b>Total</b>			30	100%

Based on the table above, it could be seen that there were none students who got score in the range  $00 \leq 40$  or very low category, none students who got score in the range of 41-55 or low category, none students who got score in the range 56-70 or moderate category, twenty two students who got score in the range of 71-85 or high category, and eight students who got score in the range of 86 -100 or very high category. It could be concluded that students' interest in learning English structure after being taught by using mistake buster technique got an improvement value.

### 3.1.2 Inferential Statistic

Inferential statistics presents data from hypothesis testing. In this case the researcher used t-test for paired sample t-test. Assuming that the level of significance ( $\alpha$ ) = 0.05. The result of the t-test is presented in the following table:

Table 5. Probability Value of T-test of Students' Interest

$\alpha$	T	df	P-value	N	Result
0.05	10.44	29	0.001	30	Ha = Accepted

The table above described that the result of data analysis of t-test. The researcher found the probability value (0.001). The data on post-questionnaire showed that (sig. (2-tailed))  $\leq 0.05$  or the probability value (p-value) was lower than  $\alpha$  ( $0.001 \leq 0.05$ ). It indicated that alternative hypphotesis (Ha) was accepted or there was significant effect of using mistake buster technique on students interest in learning English structure in second semester at English students of Dayanu Ikhsanuddin University. It also indicated that null hypphotesis (Ho) was rejected.

### 3.2 Discussion

Based on the finding above, overall the students' interest in learning English structure by using mistake buster technique increased. It could be seen on the table the mean of pre-questionnaire was 73.53 and the mean of post-questionnaire was 82.20. It could be concluded the students' interest in learning English structure by using mistake buster technique in second semester at English students of Dayanu Ikhsanuddin University has increased from the mean score of 73.53 to the mean score of 82.20.

Then, to answer the hypothesis the researcher found that there was significant effect of using mistake buster technique on students interest in learning English structure. It based on the result of t-test analysis where (sig. (2-tailed))  $\leq 0.05$  or p-value was lower then  $\alpha$  ( $0.001 \leq 0.05$ ). It indicated that alternative hypothesis (Ha) was accepted and null hypphotesis (Ho) was rejected.

Based on the result of the research, it showed that mistake buster technique can increase students' interest in learning English structure. The students taught by using mistake buster technique have a high enthusiasm in learning structure compared to not using it. In the mistake buster technique students learn more easily by correcting mistake prepared by the researcher, by inserting several simple present tense verbs into the simple past tense, then students find incorrect verbs. This makes students more active and motivated to learn English structure by using mistake buster technique. There are several reasons why the Buster Mistake Technique has a significant effect on students' interest in the class. First, students in the experimental class are given situations where they carry out discovery activities that actively involve them analysis and application. Students are not only recipients, but also actors from their own experiences in learning material.

The use of the mistake buster technique can increase students' interest in learning English structure supported by the theory of Huynh [6] which states that Mistake Buster Technique is a technique that makes students participate in correcting writing mistakes made by the teacher. This technique in principle gives students the opportunity to correct mistakes. The students correct the writing mistake themselves which make this activity effective and get the attention and involvement of students. That is the theory that supports the use of the mistake buster technique in the process of learning structure, especially in increasing students' interest in learning English structure in second semester at English students of Dayanu Ikhsanuddin University.

#### 4. CONCLUSION

Based on the finding of the research and the data analysis, this research concludes that based on the result of questionnaire analysis, it indicated that there was significant effect of using mistake buster technique on students' interest in learning English structure in second semester at English students of Dayanu Ikhsanuddin University. It can be seen on the mean of

post-questionnaire was 82.20, which categorized as high interest. While, the mean of pre-questionnaire was 73.53. It concluded that there was a difference between students interest' progress before and after taught by using mistake buster technique. It could be seen from the result of t-test which sig.(2-tailed)  $\leq 0.05$  or p-value is lower than  $\alpha$  ( $0.001 \leq 0.05$ ).

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