THE EFFECT OF MISTAKE BUSTER TECHNIQUE TO SIMPLE PAST TENSE MASTERY AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 5 PADANGSIDIMPUAN

THESIS

Submitted to the English Educational Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English Department

Written By:

AWANDHA FITRI KHARISMA PRATIWI HARAHAP

Reg. Number 1820300091

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024**

THE EFFECT OF MISTAKE BUSTER TECHNIQUE TO SIMPLE PAST TENSE MASTERY AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 5 PADANGSIDIMPUAN

A THESIS

Written By:

AWANDHA FITRI KHARISMA PRATIWI HARAHAP
NIM. 1820300091

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023

THE EFFECT OF MISTAKE BUSTER TECHNIQUE TO SIMPLE PAST TENSE MASTERY AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 5 PADANGSIDIMPUAN
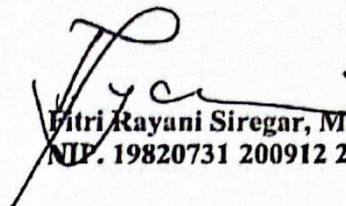
THESIS

Submitted to the English Educational Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English Department
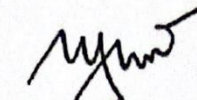
Written By:

AWANDHA FITRI KHARISMA PRATIWI HARAHAP
Reg. Number 1820300091

Advisor I	Advisor II
Fitri Rayani Siregar, M.Hum.	Yusni Sinaga, M.Hum.
NIP. 19820731 200912 2 004	NIP. 19700715 200501 2 010

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024

LETTER OF AGREEMENT

Term : Munaqosyah

Item : 7 (seven) exemplars

Padangsidimpuan, // November 2023

a.n. **Awandha Fitri Kharisma Pratiwi Harahap**

To:**Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan
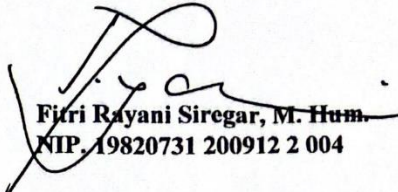
Assalamu 'alaikumwarohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Awandha Fitri Kharsima Pratiwi Harahap**, entitled **"The Effect of Mistake Buster Technique to Simple Past Tense Mastery at the Eight Grade Students of SMP Negeri 5 Padangsidimpuan "**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department,Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullahwabarakatuh.

Advisor I

Advisor II

Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004

Yusni Sinaga, M. Hum.
NIP.19700715 200501 2 010

DECLARATION OF THESIS COMPLETION

The name who signed here:

Name	: Awandha Fitri Kharisma Pratiwi Harahap
Registration Number	: 18 203 00091
Faculty Department	: Tarbiyah and Teacher Training Faculty
The Tittle of the Thesis	: The Effect Mistake Buster Technique to Simple Past Tense Mastery at the Eight Grade Students of SMP Negeri 5 Padangsidimpuan

I hereby declare that I have arranged and written the thesis by myself, without asking illegal help from others, except the guidance from advisors, and without plagiarism along with the ethic code of UIN SYAHADA Padangsidimpuan in article 12 subsections 2.

I did the declaration truthfully, if there was a deviation and incorrect in my declaration letter on, I resigned to get punishment as what had involved in students' ethic code of UIN SYAHADA Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norm and accepting the requirement.

Padangsidimpuan, November 2023
The Signed,

Awandha Fitri Kharisma Pratiwi Harahap
Reg. No. 1820300091

APPROVAL STATEMENT FOR PUBLICATION

As academic civity of The State University for Islamic Studies Padangsidimpuan, the name who signed here:

Name	:Awandha Fitri Kharisma Pratiwi Harahap
Registration Number	:18 203 00091
Faculty Department	:Tarbiyah and Teacher Training Faculty
Kind	: Thesis

To develop of science and knowledge, I hereby declare that I present to The State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan for Islamic Studies **Non Exclusive Royalty Right** on my thesis with entitled **"The Effect of Mistake Buster Technique to Simple Past Tense Mastery at the Eight Grade Students of SMP Negeri 5 Padangsidimpuan"** With all the sets of equipment (if needed) Based on the Non Exclusive Royalty Right, the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as a writer and owner of its creative right.

Based on statement above all, this statement is made truthfully to be used properly.

Padangsidimpuan, 11 November 2023

The Signed,

...dha Fitri Kharisma Pratiwi Harahap
Reg. No. 1820300091

MUNAQOSYAH THESIS EXAMINERS

Name	:	Awandha Fitri Kharisma Pratiwi Harahap
Registration Number	:	18 203 00091
Faculty/Department	:	Tarbiyah and Teacher Training Faculty/ TBI
The Tittle of Thesis	:	The Effect of Mistake Buster Technique to Simple Past Tense Mastery at the Eight Grade Students of SMP Negeri 5 Padangsidimpuan

Chief,

Secretary,

Fitri Rayani Siregar, M.Hum.
NIP. 19820732 200912 2 004
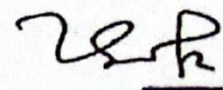
Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

Members,
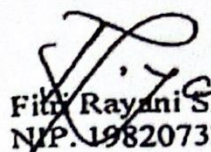
Fitri Rayani Siregar, M.Hum.
NIP. 19820732 200912 2 004

Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

Yusni Sinaga, M.Hum.
NIDN. 2015077001

Sri Rahmadhani Siregar, M.Pd.
NIDN. 2006058602

Proposed:
Place   : Padangsidimpuan
Date   : Desember, 22nd 2023
Time   : 08:00 WIB until finish
Result/Mark: 78,5 (B)
IPK   : 3, 51
Predicate : Pujian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. T. Rizal Nurdin, Km, 4,5 Sihitang. Telp. (0634) 22080
Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis	:	**The Effect of Mistake Buster Technique to Simple Past Tense Mastery at the Eight Grade Students of SMP Negeri 5 Padangsidimpuan**
Name	:	Awandha Fitri Kharisma Pratiwi Harahap
Reg. Num	:	18 203 00091
Faculty/ Department	:	Tarbiyah and Teacher Training Faculty/ TBI

The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

Padangsidimpuan, 20 September 2023.
Dean of Tarbiyah and Teacher Faculty

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

Name   : **Awandha Fitri Kharisma Pratiwi Harahap**

Reg. No.   : **18 203 00091**

Department   : **English Education**

Tittle of Thesis   : **The Effect of Mistake Buster Technique to Simple Past Tense Mastery at the Eight Grade Students of SMP Negeri 5 Padangsidimpuan**

ABSTRACT

Mistake buster technique considered efficient to improve students' activeness in teaching learning process and improve students' understanding about grammar in simple past tense. This research was aimed to find out whether mistake buster technique can help students solve their difficulties in learning simple past tense or not. The topic was discussed through the experimental research at the eighth grade of SMP Negeri 5 Padangsidimpuan. VIII 6 and VIII 7 were used as the data sources to find out the effectiveness of mistake buster technique to teach simple past tense. The data was gathered through documentation and test. The researcher used simple random sampling. VIII 6 was chosen as an experimental class and VIII 7 as a control class. The experimental class was taught by using mistake buster technique and control class taught by Teacher's method. The test instrument were 25 essay test questions of simple past tense. T-test formula was used to analyze the data. The result was obtained through comparing the posttest's average score between experimental class and control class. The average score of experimental class was 72.56 and the average score of control class was 62.75. Meanwhile the pre-test's average score of the experimental class was 44.83 and the average score of control was 45.16. In addition, it is proven that the independent t test result for posttest that the tcount is higher than ttable (2.91 > 1.67). It means there is significant difference in the achievement between experimental class who were taught by using mistake buster technique and control class who were taught without mistake buster technique.

Key words: *Mistake Buster Technique, Simple Past Tense Mastery*

اسم	:	أواندي فطر خارسما فاراتوي هارحاف
رقم القيد	:	١٨٢٠٣٠٠٠٩١
قسم التعليم	:	شعبة التعليم اللغة الإنجيليزية
موضوع	:	بأثير تقنية خطأ باستر (Mistake Buster) على إتقان فعل الماض لدي الطلبة فصل الثامن في مدرسة الثانوية الحكومية ٥ فادانغ سيدمفوان

تجريد

تعتبر التقنية خطأ باستر فعالة لزيادة إتقان الطلاب في عملية التدريس والتعلم وزيادة فهم الطلاب لقواعد اللغة في فعل الماض. يهدف هذا البحث إلى معرفة تقنية خطأ باستر يمكن أن تساعد الطلاب في التغلب على الصعوبات التي يواجهونها في تعلم فعل الماض أم لا. المناقشة لهذا الموضوع من خلال البحث التجريبي في الفصل الثامن في مدرسة الثانوية الحكومية ٥ فادانغ سيدمفوان. الاستخدام الصفوف الثامن ٦ والثامن ٧ كمصادر بيانات لتحديد مدى فعالية تقنية خطأ باسترفي تدريس فعل الماض. ألة لجمع البيانات من خلال الوثائق والاختبارات. تستخدم الباحثة أخذ عينات عشوائية بسيطة. والاختيار في الصف الثامن ٦ كفئة تجريبية والصف الثامن ٧ كفئة ضابطة. تدريس الفصل التجريبي باستخدام تقنية خطأ باستر، وتدريس الفصل الضابط باستخدام طريقة المعلم العام. وكانت أداة الاختبار المستخدمة عبارة عن ٢٥ سؤال اختبار مقالي حول فعل الماض. الاستخدام صيغة اختبار t لتحليل البيانات. والحصول على نتائج البحث من خلال مقارنة متوسط درجات الاختبار البعدي بين الفصل التجريبي والفصل الضابط. القيمة الفصل التجريبي ٧٢,٥٦ والقيمة الفصل الضابط ٦٢,٧٥. في حين بلغ متوسط درجات الاختبار القبلي للفصل التجريبي ٤٤,٨٣، ومتوسط درجات الفصل الضابط ٤٥,١٦. وبغض النظر عن ذلك، فقد أظهرت نتائج اختبار t المستقل للاختبار البعدي أن $tcount$ أكبر من $ttable$ (٢,٩١ > ١,٦٧). وهذا يعني أن هناك فرقًا كبيرًا في نتائج التعلم بين الفصل التجريبي الذي تم تدريسه باستخدام تقنية خطأ باستر (Mistake Buster) والفصل الضابط الذي تدريسه دون استخدام تقنية خطأ باستر (Mistake Buster).

كلمات مفتاحية: تقنية، أخطأ، فعل ماض

Nama   **: Awandha Fitri Kharisma Pratiwi Harahap**

NIM   **: 18 203 00091**

Jurusan   **: Tadris Bahasa Inggris (TBI)**

Judul Skripsi   **: Pengaruh Mistake Buster Technique terhadap Penguasaan Simple Past Tense Siswa di Kelas VIII SMP Negeri 5 Padangsidimpuan.**

ABSTRAK

Teknik mistake buster dianggap efisien untuk meningkatkan keaktifan siswa dalam proses belajar mengajar dan meningkatkan pemahaman siswa tentang tata bahasa dalam simple past tense. Penelitian ini bertujuan untuk mengetahui apakah teknik mistake buster dapat membantu siswa mengatasi kesulitan mereka dalam mempelajari simple past tense atau tidak. Topik ini dibahas melalui penelitian eksperimental di kelas VIII SMP Negeri 5 Padangsidimpuan. Kelas VIII 6 dan VIII 7 digunakan sebagai sumber data untuk mengetahui keefektifan teknik mistake buster dalam mengajarkan simple past tense. Data dikumpulkan melalui dokumentasi dan tes. Peneliti menggunakan simple random sampling. Kelas VIII 6 dipilih sebagai kelas eksperimen dan kelas VIII 7 sebagai kelas kontrol. Kelas eksperimen diajar dengan menggunakan teknik mistake buster dan kelas kontrol diajar dengan metode guru. Instrumen tes yang digunakan adalah 25 soal tes esai tentang simple past tense. Rumus uji-t digunakan untuk menganalisis data. Hasil penelitian diperoleh dengan membandingkan nilai rata-rata posttest antara kelas eksperimen dan kelas kontrol. Nilai rata-rata kelas eksperimen adalah 72,56 dan nilai rata-rata kelas kontrol adalah 62,75. Sementara itu, nilai rata-rata pre-test kelas eksperimen adalah 44,83 dan nilai rata-rata kelas kontrol adalah 45,16. Selain itu, hasil uji independent t test untuk posttest menunjukkan bahwa thitung lebih besar dari ttabel (2,91 > 1,67). Hal ini berarti terdapat perbedaan yang signifikan pada hasil belajar antara kelas eksperimen yang diajar dengan menggunakan teknik mistake buster dengan kelas kontrol yang diajar tanpa menggunakan teknik mistake buster.

Kata kunci: *Teknik Mistake Buster, Penguasaan Simple Past Tense*

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

All praise is to Allah, Lord of the worlds, because of His blessing, I am able to complete this "Thesis". Peace and blessing are upon Prophet Muhammad, his family, his relatives, and his followers.This thesis entitled The Effect of Mistake Buster Technique to Simple Past Tense Mastery at the Eight Grade Students of SMP Negeri 5 Padangsidimpuan is presented to the Department of English Education Faculty of Tarbiyah and Teacher Training UIN Syekh Ali Hasan Ahmad Addary. I would like to:

1. Mrs. Fitri Rayani Siregar, M. Hu.m., as my first advisor and Ummi Yusni Sinaga, M. Hum.**,** as my second advisor who have guided me for finishing this thesis, who have been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.

2. The Rector of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

3. Dean of Tarbiyah and Teacher Training Faculty.

4. Thanks to Mrs. Fitri Rayani Siregar, M.Hum, Chief of English Education Department who gladly support and permit to research in English Education Department and counseled the researcher till finishing this thesis.

5. Mr. Zainuddin, M.Pd. as Academic Advisor.

6. Thanks are directed to the Mrs. Dr. Eka Sustri Harida, M.Pd., Mrs. Sokhira Linda Vinde Rambe, M.Pd, Mrs. Rayendriani Fahmei Lubis, M.Ag., Mr. Dr. Fitriadi Lubis, M.Pd., Mrs. Sri Minda, M.Hum., Mrs. Ida Royani, M.Hum., Mrs. Marwah, M.Pd, miss Tuti, all of lectures and all staffs in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, who have given me much knowledge.

7. The Headmaster, English Teacher and also students of SMP Negeri 5 Padangsidimpuan.

8. Special thanks to My beloved Father Akhtar Hamid Harahap and my gorgeous mother Sukrismi Lestari, and my lovely brothers Ammar Aan Fauzi Harahap and Afif Mahfudz Harahap who always give unlimited affection, sacrifice, prayer and support to finishing this thesis, so that this small work of the writer made it as an offering and to be the pride of them.Especially to my grandmother Hj. Zubaidah Siregar and H. Sutan Punji Alam Harahap who always give greatest advice, encougrament, prayer and everything that I cannot explain by words Thank you for thr endless love and smile path of my life.

9. Big thanks to my uncle Mr. Dr. Ikhwanuddin Harahap, M. Ag. And my aunty Mrs. Jenni Efrida Siregar, M.H., who never got tired of advising me and also supported me in every condition.

10. My beloved Friends, especially Windy Putriani Sihombing, Akrida Oktaria Pohan, Nur Ainun Lubis, and Atika Rahma Riza who always share the joys and sorrows in living the twists and turns of lectures.

11. My friends in English Department TBI-2 who gave me interesting learning experience and who always made my life be colorful and helpful each other. Thank you for all the things done to everyone who gave helps whether mention or not to finish my thesis. The researcher realize that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and Criticism are also expected from all the

readers of this thesis.

12. Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank you for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting.

Padangsidimpuan,   November 2023   The Writer

Awandha Fitri Kharisma Pratiwi Harahap
Reg.Num. 1820300091

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Page

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background Of The Problem

Grammar is one of the language components that needed to get more attention in teaching and learning to improve students' ability particularly in tenses. Incorrect grammatical sentences and using wrong tenses in communication can trigger miscommunication each other. Therefore, students need to learn and master grammar or structure in order to understand how to make a good sentence. However, students often get confused and do not know how to use the correct grammar of English.Grammar is an essential thing in a learning language, especially in English. Grammar is the core to master all of the skills in English that are reading, speaking, listening, and writing. Grammar is the structure description of a language and how to form sentences through language units such as words and phrases.[1] Grammar based on the rules that govern the utilize, structure of words and classification, syntactic structures to build coherent and cohesive communication. Grammar is the component of the construct of a language and portrays how words fit together in correct structure.[2] Grammar is the key to formulate the right sentence that can be

---

[1] Jack C. Richards and Richard W. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic,* 4th ed (Harlow: Longman, 2010), 251.
[2] Peter Herring, *Complete English Grammar Rules.,* 2016, 11

understood by students. Building right sentence structure is vital to keep away from wrong meaning and to assist communicating with other people without any problem. Grammar with errors will affect all language skills and make student has low proficiency in English.

Many factors can affect students' understanding of grammar. Quality during the learning process is one of them. The way the teacher's presents the material to the students is the key to the learning process. The level of interest in how the teacher explains can also affect student performance, the student's understanding of grammar is influenced by the learning process itself. The direct teaching of grammar to academically oriented adults and young adults is one component of a well-balanced program of second language instruction and can, content/context-based or task-based.[3] While focusing on grammar, it promotes the development of all language skills in a variety of ways. Teaching grammar is the art of helping students look at how the language works and engaging in activities that enhance language acquisition in all skill areas. Complexity of the English grammar rules makes the students cannot memorize easily. The students must to understand it deeper by directly involved in learning centered on the students. The low student's frequency involvement in the learning process affects their ability and understanding in memorizing the structure of English grammar. In the past, the grammar studied more centered

---

[3]Stacy A. Hagen Betty Schrampfer Azar, *Basic English Grammar*, ed. Pam Fishman, Third Ed it (New York: Pearson Longman, 2006). p. 1

on the teaching of the teacher, but not student-centered.[4]There are many techniques that can make learners fun, easy, and memorable about grammar, like GTM (Grammar Translation Method), it thought that by studying the grammar of the target language, students would be able to understand the structure of their native language and learn to speak and write the native language in a much better way. There is also transformation drill, in this technique the teacher gives students a certain kind of sentence pattern, for example, an affirmative sentence. Students asked to transform the sentence into a negative sentence. Other example of transformation are: Changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech. Another technique in teaching grammar is the error elimination technique. The error elimination technique is a language teaching technique introduced by Hai K.P. Huynh. The technique is used to learn the past. Due to the applied error elimination technique, students are expected to be more active in the educational learning process. Because this technique aims to make students active in the learning process.

One kind of tenses taught to the students of junior high school is simple past tense. Simple past tense is one of the tenses that used to express past/last activities. Thus, it is important for the students to master simple past tense,

---

[4] Zhen Zhou, "The Investigation of the English Grammar Learning Strategy of High School Students in China," *Theory and Practice in Language Studies 7,* no. 12 (December 3, 2017): 1443, https://doi.org/10.17507/tpls.0712.11.

because simple past tense is an aspect that is taught to the eighth grade students in learning recount and narrative text. In other hand, they should use simple past tense when the students express the activities or situations that happened in the past. In short, it is extremely important for the students to start learning simple past tense as easy as possible because it is one of the important parts in English.

Simple past tense is one of the tenses that junior high school students are taught. One of the tenses used to indicate past or recent activity is the simple past tense. Therefore, it's importance that students learn the simple past tense. because eighth-grade students are taught about the simple past tense in learning narrative and retelling texts. On the other hand, they ought to employ simple past.

As Azar stated that simple past tense is a sentene form which indicates that an activity or situation began and ended at a particular time in the past.[5]In Simply put, it is importance that kids begin studying the simple past tense. because it is one of the importances components of English, as simple as feasible.

Based on teacher's opinion in SMP Negeri 5 Padangsidimpuan, concluded that the school has a lesson about simple past tense, and the students have a problem that most of students especially the eighth grade students at

---

[5] Betty S. Azar, *Understanding and Using English Grammar,* Second Edition (New Jersey: Prentice Hall Regent). p.24

SMP Negeri 5 Padangsidimpuan have difficulties in learning simple past tense. The students confused to distinguish between verbal and nominal sentence in simple past tense.[6] The students also have another problems about the formulation of simple past tense, such as in positive sentence the students forget to add "-d/-ed" for example " I watch Ustadz Gus Miftah last night", actually the correct sentence is " I watched Ustadz Gus Miftah last night."

Besides that problem, the students are often forgetting to put auxiliary verb "was and were" in the sentence. For example, the students write "I am sick yesterday", actually the students should write "I was sick yesterday". Also the students did not like memorized grammar rules, memorizing rule of grammar made them uncomfortable in English class.

Based on the problems of the students in learning English especially learning simple past tense, researcher is interested in conducting a research by using mistake buster technique at SMP Negeri 5 Padangsidimpuan. Mistake buster is a useful technique for teaching grammar, especially simple past tense.

Hai K. P Huynh stated mistake buster technique can help teacher to check students' understanding of a grammar point or comprehension, this technique also makes the students have oppurtunity to identify the possible mistakes.[7] This technique will help students in remembering te structure of the

---

[6] Erwina Afni, Informal interview, Januari 2023

[7] Hai K. P Huynh, *Getting Students Actively Involved Using "The Mistake Buster" Technique.* American-Vietnamese International English Center. Vol. IX, No. 11, November 2003, p. 1

simple past tense, and the students may actively to check the dictionary if the students need to know well about simple past tense. Therefore, this technique make students to become more active in recognizing and correcting grammar errors, especially in simple past tense.

Mistake buster technique is one of the technique to teach grammar through the mistake that usually faced by students. The teacher's role becomes mistake maker and also mistake correction. According to Isma F. mistake buster helped 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.[8] The student remembered if they learn by her/his own mistakes. The mistakes buster helps the student to solve their specific problem through the mistake, it is effective to improve grammar mastery.[9] Mistake buster contains of some activities that reduced the students' boredom and felt challenging because the students competed with their classroom mate.

---

[8] Isma Fitriyani, "The Effectiveness of Mistake Buster Technique to Improve Students' Grammar Mastery (An Experimental Research at Eight Grade of SMP Islam Pecangaan". Jun*i* 4, no. 2 (2017): P. 49.

[9] Andi Tenrisanna Syam, "Using theMistake Buster Technique to Improve the English Grammar Mastery," *IJELTAL (Indonesian Journal of English Teaching and Applied Linguistics)*. P. 1, no. 2 (May 18, 2017) 113, https://doi.org/10.21093/ijeltal.v li2. l3.

B. Identification of the Problem

Based on the background above, some problems can be defined, such as:

1. The students confused about verb changes.

2. The example are different between Indonesian and English, so make the students unable to choose the verb correctly

3. The students difficult to make sentences in simple past tense.

4. The students' knowledge in structure and grammar is limited.

5. The students confused about how to use auxiliary verb in simple past tense sentences.

6. The students feel bored to memorize the formulation of grammar.

C. Limitation of the Problem

Based on identification of the problem, the researcher did not discuss all of the tenses by mistake buster. In this research, the researcher only focuses the mistake buster technique to teach simple past tense at the eight grade students of SMP Negeri 5 Padangsidimpuan.

This technique was chosen by the researcher because mistake buster technique motivated the students to learn grammar in past tense especially in verbal and nominal sentence.

D. Formulations of the Problem

1. How is the students' simple past tense mastery before using mistake buster technique at grade the eight grade students of SMP Negeri 5 Padangsidimpuan?

2. How is the students' simple past tense mastery after using mistake buster technique at the eight grade students of SMP Negeri 5 Padangsidimpuan?

3. Is there any significant effect of using mistake buster technique to simple past tense mastery at the eight grade students of SMP Negeri 5 Padangsidimpuan?

E. Objectives of the Problem

Based on above formulation of the problems, the researcher determiners the aims as follows:

1. To examine the students' simple past tense mastery before using mistake buster technique at the eight grade students of SMP Negeri 5 Padangsidimpuan.

2. To examine the students' simple past tense mastery after using mistake buster technique at the eight grade students of SMP Negeri 5 Padangsidimpuan.

3. To examine whether there is a significant effect of using mistake buster technique to students' simple past tense mastery at the eight grade students of SMP Negeri 5 Padangsidimpuan.

F. Significances of the Research

The researcher expect this research is useful for:

1. For the teacher in SMP Negeri 5 Padangsidimpuan, to be an inspiration for the teacher to develop the form of technique or method interest.

2. For the students in SMP Negeri 5 Padangsidimpuan, to be motivate the students in learning grammar especially in simple past tense.

3. For the headmaster in SMP Negeri 5 Padangsidimpuan, to be the school support the English learning process by preparing the teaching instrument.

4. Further researhers, to be one of research sources for another related research.

G. Definition of Operational Variables

1. Simple Past Tense

Simple past tense is a tense that expressed something that happened in the past time.

2. Mistake Buster Technique

Mistake buster is a technique that make the students active in learning English process especially in simple past tense by correct the students' mistake by themselves.

H. Outline of the Thesis

In this research, the researcher organized the systematic of the research into five chapters. Each chapter consist of sub chapters which detailed as follow: In chapter one, it consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significances of the research, definition of operational variables and outline of the thesis.

In chapter two, it consisted of theoretical description of simple past tense, description about mistake buster technique,review of related findings, conceptual framework and hypothesis. In chapter three, it consisted of research method, which consisted of time and place of the research, research methodology, population and sample, instrument of the research, technique of

the data collection and technique of data analysis. In chapter four, it was the result of the research, this chapter four told about the data analysis, description of the data and threats of the research. The last, in chapter five consist of conclusion that was giving conclusion about the result of the research and suggestion that given suggestion to the students and teachers by researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Simple Past Tense

a. Definitions of Simple Past Tense

Tense is applied to give rise to a sense of the epistemic status of a given situation, whether the speaker accepts the situation as real or not.[10] Tense is the time of a verb's action or it's a verbal category relating the time of narrated event to the time of the speech event. Tense also express distinctions of time or duration of the action state. There are there kinds of tense in grammar such as future, past and present. Tense is one of the most confusing (and confused) terms in English grammar. Part of the confusion is that tense refers, often quire inconsistently, either to verb form or to verb meaning.

The first is future tense, future is a tense expressing an action that has not happened or a stated that does not yet exist. For example "I will go to Makkah next year". The second is past tense, past tense is a tense expressing an action that has happened or a stated that previously existed. For example "I went to Bandung last week". The third is present

---

[10] Franka Kermer, *A Cognitive Grammar Approach to Teaching Tense and Aspect in the L2 Context* (Newcastle upon Tyne: Cambridge Scholars Publishing, 2016), p. 61.

tense, present tense is expressing an action that is habitually performed or a stated that currently or generally exist, like daily activity. For example "Maryam goes to school every day". But, in this research only focus on one tense, it is simple past tense. Simple past tense is seen as a time before the moment of speaking or writing, or as time around a point before the moment of speaking.

Simple past tense commonly refers to past time via some past point of reference, especially in fictional narrative and description, where the use of past tense to describe imaginary past happenings is a well-established convention. Thomson and Martined, explains that simple past tense is used for an action whose time is not given but which to occupied a period time of time now terminated [11]. He also stated that simple past tense used for action completed in the past at definite time.

According to Narius, simple past tense indicates a past action that occurred at a definite time in the past, weather that time is stated or not. The use of simple past tense form is in some action that had taken place in the past, the action is started and ended in period of past time [12]. According to Uchiyama the simple past tense means that the action

---

[11] Jack C. Richards, *Key Issues in Language Teaching*, *Key Issues in Language Teaching*, 2015.
[12] M. Vijaya, *Basic Grammar Practice Handbook on Tense* (India: RIGI PUBLICATION, 2017), P. 27.

ended in the past. Simple past can be used for most pastactions; it can used for actions that happened quickly, actions that happened over time, or actions that were habits in the past [13]. In conclusion, action that happened in the past event.

Furthermore, there are functions of the past tense which related more to present time, but, with an added indication of stance. With verb like *think, wonder,* and *want,* simple past tense can indicate a present time state of mind with tentativeness that show the speaker is being especially polite[14]. According to Thomson and Martinet, in their book entitled "A practical English Grammar" the functions of simple past tense are: for a past action when the time is given, past action when the time is asked about, etc [15].Many functions of/ simple past tense, but the most common is expressing the action that occurs and ended in the past time. Isma stated that 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

---

[13] Paramita Kusumawardhani, "Teaching Simple Past tense in Writing to EFL by Using Youtube," *University of Bina Sarana Informatika.*

[14] Douglas Bieber, Stig Johansson, et al, *Longman Grammar of Spoken and Written English,* (London: 1999), p. 454.

[15] A. J, Thomson and A. V. Martinet, *A Practical English Grammar,* (London: Oxford University Press, 1986) p.162.

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.[16]

b. **Kinds, Patterns, and Example of the Simple Past Tense**

There are two kinds of form simple past tense. Firtsly, past form by adding *–ed* in a verb,[17] it's called verbal sentence. We can adding *–ed* if we use a regular verb. And if we use an irregular verb, we can change the form of verb.[18] Secondly simple past tense using *be* (was/were)[19], it's called nominal sentence. The following is lists of regular verb and irregular verb[20]:

---

[16] Isma, " The Effectiveness Mistake Buster Technique to Improve Students' Grammar Mastery (An Experimental Research at Eight Grade of SMP Islam Pencangaan in the Academic Year 2017/2018)", *in Journal Edulingua,* Volume 5, No. 1, Juni 2018, hlm. 3-4.

[17] Betty S. Azar, *Basic English Grammar: Third Edition*, vol. 3, 2015, http://dgclass.com/wp-content/uploads/2015/03/Basic-English-Grammar-3rd-Ed.pd.

[18] Betty S. Azar

[19] Betty S. Azar

[20] W. Y. Gumpol, *Mastery of Sixteen Tenses,* (Yogyakarta: Kanisius, 1995), p. 59.

Table II.1

Regular Verbs

Present Tense	Past Tense
Study	Studied
Play	Played
Walk	Walked
Invite	Invited

Table II.2

Irregular Verbs

Present Tense	Past Tense
Run	Ran
Send	Sent
Take	Took
See	Saw

1) The Simple Past Tense in Verbal Sentence

a) Positive Sentence

The pattern of positive sentence in verbal

> S + Verb2 + Object

Example: I walked to school yesterday

I bought a car three days ago

He lived in Jakarta for 10 years

b) Negative Sentence

In the negative sentence, we should add *did not / didn't* before a verb. After we add *did not/ didn't,* the second verb should be change in the form Verb 1.[21]

S + did not + Verb 1 + Object

Example: I did not walk to school yesterday

I did not buy a car three days ago

He did not live in Jakarta for 10 years

c) Interrogative Sentence

To make an interrogative sentence, we should put auxiliary *did* on the first sentence, and the second verb, should be change into verb 1.

Table II.3

Interrogative Sentence

Question	Answer
Did + Subject + V 1 + Object	**Short answer + (long answer)**
Did you walk to school yesterday?	(+) Yes, I did. (I walked to school yesterday)

---

[21] Pardiyono, *Bahasa Inggris 16 Tenses,* (Yogyakarta: CV Andi Offset, 2007), p. 63

Question	Answer
	(-) No, I did not. (I did not walk to school yesterday)
Did you buy a car three days ago?	(+) Yes, I did. (I bought a car three days ago) (-) No, I did not. (I did not buy a car three days ago)
Did Ali live in Jakarta for ten years?	(+) Yes, he did. (He lived in Jakarta for ten years) (-) No, he did not. (He did not live in Jakarta for ten years.

2) The Simple Past Tense in Nominal Sentence

Nominal sentence in past tense uses *be* (was /were). Where *was* used to subject I, he, she, it. And *were is* used to subject you, we, they.

a) Positive Sentence

In positive sentence, be (was / were) followed by adjective, adverb, or noun.[22]

(1) Adjective

(a) Cindy was very angry with her friends

(b) I was very worried with my mother last week

---

[22] Pardiyono, *Bahasa Inggris 16 Tenses* (Yogyakarta: CV Andi Offset, 2007), p. 63.

(c) They were very happy on their holiday last month.

(2) Adverb: Place and time

    (a) I was in Yogyakarta last week.

    (b) This book was on this table two days ago

    (c) They were just at home. They did not go anywhere.

(3) Noun

    (a) Silvia was a good singer in the last year.

    (b) Mr. Boy was good chairman of the training.

    (c) They were teacher in my school last month.

b) Negative Sentence

The negative sentence in nominal form same as with the positive sentence, but we should add *not* after the auxiliary verb (was /were).

(1) They were not happy in their last holiday.

(2) They were not at home last night.

(3) She was not a good dancer.

c) Interrogative Sentence

To make an interrogative sentence, auxiliary was / were are in the first sentence, and the second verb change into verb 1.

(1) Were you very busy yesterday?

(2) Were you at home last night?

(3) Was Aisyah a teacher last year?

So, from the explanation above the researcher concluded that the general students' problem in learning simple past tense is to change the form of verb 1 become verb 2. So, to decrease the students' problem the researcher chooses one of the teaching technique that is mistake buster technique.

2. **Mistake Buster Technique**

   a. **Definition of Mistake Buster**

      The good class is when the teacher or lecturer are able to make the learning and teaching extremely exciting and enjoyable. When all of the students are actively participating in the lesson, the classroom is considered good. Mistake buster is one of the right teaching and learning strategies, students actively acquire grammar. The teaching and learning process in the classroom is naturally "teacher centered" but this technique can make the class be "students centered". So, the students more actively and do not not feel more learning grmmar.

      Mistake buster technique is a technique that usually used to teach grammar. This technique more focuses on the students through mistake or grammatical error. The students enriched their experience and make the learning activities more challenging and conducive. This technique improved student's critical analysis towards grammatical

errors of the sentences. The students learned by mistake that make them better to understand the good one. The role of the students as corrector of the task that conducted into the class. through learning by mistake, they memorized easily and can construct the good sentence. In the main activity of implementation of mistake buster is learning regular and irregular verbs, and then a construction of simple past tense.

Ni Made Ratmaningsih states in her journal

"Mistake buster technique is a language teaching that focus on the students' participation to evaluate the students' grammatical error that had been made or prepared by the teacher. Mistake buster technique was introduced by Hai K.P. Huynh and used to teach simple past tense. Huynh states that mistake buster technique is very effective to direct students to become active and responsible with learning by practice to correct the students' wrong sentences."[23]

Mistake buster technique is more focus about verb. It is very suitable because verb actually more complex. The verbs have many types and it can be changed in accordance with sentence context. According to Huddelston and Pullum verbs is lexical base unit that is

---

[23] Ni Made Ratmaningsih, *Teknik Mistake Buster Dalam Pembelajaran Grammatika: Upaya Meningkatkan Penguasaan dan Partisipasi Siswa Kelas 1 SMP Negeri Sukasada Dalam Pembelajaran Dengan Orientasi Kurikulum Berbasis Kompetensi.. ISSN 0215-8250, Journal,* (Bali: Universitas Pendidikan Ganesha).

not fixed or changed, which one word or several words related to form and meaning.[24]

This technique is introduced to give opportunities for students to be more active in teaching learning process. In this case, the teacher as the error maker and the students as the mistake corrector.

Mistake buster technique is not only supports the students' to understand grammatical error, the students also can improve their writing abilities.

b. The Advantages of Mistake Buster Technique

According to Hai K.P. Huynh, mistake buster technique has many advantages for students and teachers in teaching learning process. Those advantages are:

1) Students are interested and exited in learning process. The level of excitement is even increased when the class is divided into some teams to compete with each other in finding and correcting the mistakes.

2) The students have the opportunity to identify the possible mistake themselves instead from the teacher. So, it make the students satisfied when they can find the mistake.

---

[24] Huddelston, Rodney and Pullum, Geoffrey K. *A Student's Introduction to: English Grammar,* Cambridge: Cambridge. 2005. P. 17

3) Mistake buster technique can help the teacher to check the students' understanding toward grammatical rule.[25]

Furthermore, mistake buster technique also helps students to improve their production skill such as pronunciation and writing. So, mistake buster technique will be enjoyable and fun for students.

c. The Disadvantages of Mistake Buster Technique

Beside has advantages, mistake buster technique also has disadvantages. Those disadvantages are:

1) Before teaching, the teacher should prepared some wrong sentences.

2) Teacher should read the sentences more than once.

3) The class will be crowded because all of the students will active in the class.

4) The students only correct the wrong verb or sentence.

d. Procedure of Teaching Simple Past Tense Using Mistake Buster

There are some steps of teaching simple past tense using mistake buster technique. They are pre-activity, main activity and post-activity. Pre-activity is a what that involves teaching students prior to a lesson, teacher start the class with greeting and motivation. Main activity is the

---

[25] Hai K. P Huynh, *Getting Students Actively Involved Using "The Mistake Buster" Technique.* American-Vietnamese International English Center. Vol. IX, No. 11, November 2003, p. 1

core of learning proses, teacher utilizes mistake buster technique procedure in this activity. Post-activity involves going overthem after the lesson, teacher closes the learning process and greeting. Teaching simple past tense by using mistake buster technique can be describe as follows:

Table II.4

Procedure of Teaching Simple Past Tense

Phase	Activities	Time
Pre-Activity	1. Teacher gives greeting to the students 2. Teacher guides studnts to pray before learning 3. Teacher checks students attendance list 4. Teacher gives some stimulating questions as a warm up before learning 5. Teacher explains the purpose of learning	15 minutes
Main Activity	**Using Verb List** 1. Teacher divides the class into two teams and tell them they are going to compete in the activity 2. Teacher makes the columns on the white board and ask the students to fill the left column with many verbs in simple past tense 3. Teacher tells the students have to find the past tense form for all the verbs, the students have to raise their hands quickly to get the permission to give an answer, for each correct answer the team will score 10 points	50 minutes

Phase	Activities	Time
	Using Short and Long Sentences 1. Teacher tells the students that they have to listen the short sentences and then long sentences to find the mistakes in the verbs and correct them by putting in the simple past tense 2. Students start reading one sentence at a time repeat the sentence if they didn't understand in the first time 3. Students have to raise their hands quickly to get the permission to give an answer, for each correct answer the team will score 10 points 4. Teacher keeps score and add them up after all sentences have been read and corrected. **Using Narrative Text** 1. Teacher tells the students are going to listen to narrative text and write down the verbs they think are wrong 2. Students read narrative text at a normal speed once, students reread if necessary 3. Students have to raise their hands quickly to get the permission to give an answer 4. Teacher asks the students to say outloud the wrong verbs they heard and the correction as well	
Post-Activity	1. Praise the students for their efforts	15 Minutes

Phase	Activities	Time
	2. Teacher reviews important points or gives more explanation if necessary 3. Teacher and students conclude the material 4. The class close the meeting with reciting Alhamdalah 5. Teacher gives greeting to students	

B. Review of Related Findings

There are some related findings in this research; first is Eri's[26], he did the research by using experimental research. Also the researcher used simple random sampling, the result was obtained through comparing the post-test's average score between experimental class and control class. The average score of experimental class was 71.14 and the average score of control class was 62.43. Meanwhile the pre-test's average score of the experimental class was 32.86 and the average score of control was 33.71. In addition, it is proven that the independent t test result for post-test that the t_{count} is higher than t_{table} (4.445 > 2.000). It means there is significant difference in the achievement between experimental class who were taught by using mistake buster technique and control class who were taught without mistake buster technique.

---

[26] Apri, Eri. The Effectiveness of Mistake Buster Technique to Teach Simple Past Tense (An Experimental Study with the Eight Grade Student of SMP Negeri 31 Semarang in the Academic Year of 2017/2018)

Second, Iswatun's research,[27] did the research by using quasi-experimental research. The study research showed that 20 students using mistake buster technique, which is done based on pre-test and post-tense. The researcher found that the Mistake Buster technique was suitable in teaching students' grammar mastery. So, the researcher concluded that using Mistake Buster technique effective to improve the students' English ability in past tense and applicable in teaching grammar.

Third, Khairani's[28], the researcher used simple random sampling. The experimental class was taught by using mistake buster technique and control class taught by conventional method. The result was obtained through comparing the post-test's average score between experimental class and control class. The average score of experimental class was 71.14 and the average score of control class was 62.43. Meanwhile the pre-test's average score of the experimental class was 32.86 and the average score of the control class 33.71. In addition, it is proven that the independent t test result for post-test that the t_{count} is higher than t_{table} (4.445 > 2.000). It means there is significant difference in the achievement between experimental class who were taught by using

[27] Andi, Iswatun. Using Mistake Buster Technique to Improve English Ability in Past Tense at the Second Grade Students of SMP Guppi Samata Gowa Regency (Universitas Alauddin Makassar, 2017)

[28] Ummi, Khairani. The Use of Mistake Buster Technique to Improve the Students Grammar Mastery (UMSU, 2019)

mistake buster technique and control class who were taught without mistake buster technique.

The last, Himina's[29], the thesis aim at finding out the problems faced by VIII grade students of MTSN 4 Muko-Muko in Grammar ability. The objective of this research was to whether or not the use of Mistake Buster Technique effects the students' motivation for the second grade students of MTSN 4 Muko-muko, and whether the second grade students of MTSN 4 Muko-muko are interested in grammar ability using Mistake Buster Technique. This research applied quasy experimental . The population of the research was all second students MTSN 4 Muko-muko.The research chose class VIII A as experimental group (20 Students) and class VIII B as control group (20 students) as sample of the research. The Technique of data collecting technique used Grammar ability test There two test, pre-test and post-test . The data of this research used quantitative and the design is quasy experimental.The research instrument used to collect data is grammar test. Then, the research instruments was in the form of 20 multiple choice-test items. Based on statistical there was significant diffrences in grammar ability between the students who were taught by using Mistake buster Technique and that of those who were not. It was showed T-count of 4.781 was

---

[29] Hilmina, *The Influenceof Mistake Buster Technique on Students' Grammar Ability (Quasy Experimental Research at 8th Grade Students of MTSN 4 Muko-Muko in Academic Years 2018/2019)* (Online) http://repository.iainbengkulu.ac.id/3322/1/HILMINA.pdf, retrieved on September 28th,2023 at 08.50 a.m.

higher than table (1.70) of sigsificant 0.05

The four studies mentioned above encouraged the writer's desire to learn more about mistake buster technique. We can examine the results of three successful studies that used the same quantitative research design method. There are variances in this study, particularly in specific lessons such as giving opinions and arguments. As a result, the researcher needs a solution that is relevant to teaching simple past tense in the classroom.

C. Conceptual Framework

The researcher wants to show the framework in this research. The conceptual framework can be see in the following figure:
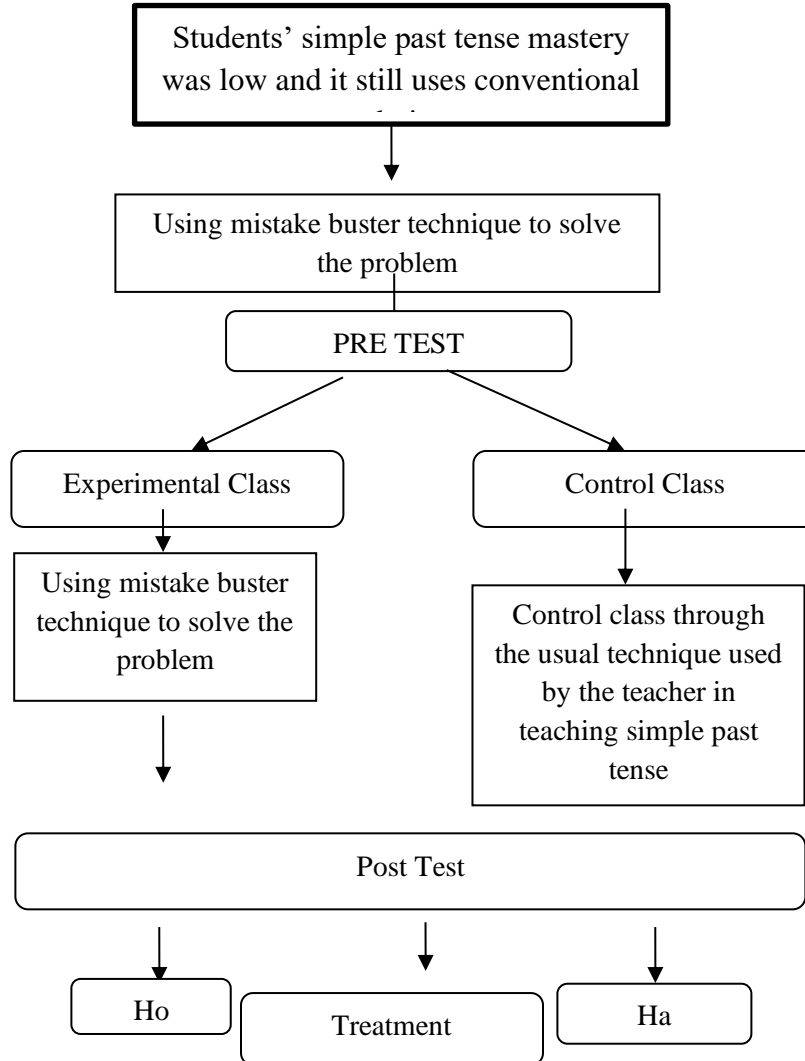
Figure II.1
Process of the Research by Using Mistake Buster Technique

D. Hypothesis

The researcher formulates the hypothesis of the research is there is a significant effect of using Mistake Buster Technique to simple past tense masetery at the eight grade students of SMP Negeri 5 Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research conducted at SMP Negeri 5 Padangsidimpuan. It is located in Jl. Perintis Kemerdekaan No. 61 Padangsidimpuan, North Sumatra 22731. Time of the research started from Agustus 2023 until finish.

B. Research Design

The research design is important in a study because the quality of the research is highly dependent on it. To examine the data in this study, the researcher utilized a quantitative research. Experimental research used in this study. This research used true experimental design (pretest-posttest control group design).[30] There are two classes in this model, first is experimental class and the second is control class.

The experimental class taught by using mistake buster technique, as a treatment. Meanwhile the control class taught by using teacher technique or without treatment to know the comparison of using treatment or not in those classes. The design can be figured out as follow:

---

[30] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D,* (Bandung: Alfabeta, 2011), p. 76.

Table III.1

Table of Design Research

Class		Treatment	
Experimental class	Pre-test	Teaching simple past tense by using mistake buster technique	Post-test
Control class	Pre-test	Teacher's technique	Post-test

C. Population and Sample

1. Population

The population of the research was all of the students at grade VIII of SMP Negeri 5 Padangsidimpuan. The researcher chose this grade because the tittle of the research was related to the grade. The students consisted of 11 classes of VIII-1 until VIII-9 with 278 students. Let us look at the table below:

Table III.2

The Population of Students of Students at Grade SMP Negeri 5 Padangsidimpuan

No	Class	Total
1	VIII-1	31
2	VIII-2	30
3	VIII-3	32
4	VIII-4	31
5	VIII-5	31

No	Class	Total
6	VIII-6	30
7	VIII-7	30
8	VIII-8	32
9	VIII-9	31
Total		278

2. Sample

Sample is group inresearch study on which information is obtained. Because the population of the study is big, the researcher did not take all the subject of the population. Sample is taking a part of population using certain procedure. So that can be expected to represent the population.

As explained in research design that in Pretest-Posttest Control Group Design, the researcher asked the English Teacher in SMP Negeri 5 Padangsidimpuan to choose two classes randomly. There are two classes in this study, experimental class and the other one is control class. So, there are VIII-6 that consists of 30 students as a control class, and VIII-7 that consists of 30 students as a experimental class.

Table III.3

Sample of The Research

Class	Total
Experimental Class	VIII-6= 30 Students
Control Class	VIII-7= 30 Students
Total	60

D. Instrument of Collecting Data

In collecting data of in this research, the researcher did a test with essay test with consist of 25 items used as instrument for collecting data. Each correct answer scored 4 and the incorrect answer scored 0. So, the total of the right answer scored 100.

Table III.4

Indicators of simple past tense

Indicators	Sub Indicators	No Items	Total Items	Score
Active	Positive sentence	2,4,7	3	12
	Negative sentence	15,24,25	3	12
	Interrogative sentence	21,22,23	3	12
Passive	Positive sentence	6,12	2	8
	Negative sentence	1,10	2	8
	Interrogative sentence	3,5,8	3	12
Nominal	Positive sentence	16,13,11	3	12
	Negative sentence	17,18,19	3	12
	Interrogative sentence	9,14,20	3	12
Total			**25**	**100**

E. Validity of Instrument

In this research, the researcher used construct validity. Construct Validity is determined by expert judgment of item and sample validity.[31] In

---

[31] L. R. Gay and Peter W. Airasian, *Educational Research: Competencis for Analysis and Applications,* (Prentice Hall Inc: New Jersey, 2003), p. 161.

order to have contruct validity, a measure ought to adequately sample both the topic and the cognitive process includes in the content universe under consideration.

Researcher validated simple past tense test to the teacher. In this research, this function of conducting the test is to measure simple past tense mastery, so the test would be simple past tense itself. The validation of simple past tense test checked and signed by English Teacher of SMP Negeri 5 Padangsidimpuan.

F. Procedure of Collecting Data

To collect the data, this research use pre-test and post-test that gave to the experimental class and control class.

1. Pre-test

   a.) Before the teacher taught new material by using mistake buster technique, the teacher gave a test for students. It is use to know the differences between the experimental group and the control group.

   b.) It is also use to measure students' achievement of simple past tense before getting treatment.

   c.) Pre-test gave to experimental class and control class in the same way.

   d.) Pre-test consisted of 25 questions of simple past tense.

2. Treatment

   Treatment gave to the students after the pre-test administrated. The experimental class taught by using mistake buster technique while the control class taught by using conventional teaching technique.

3. Post-test

   The post test gave after the teacher gave treatment. It is use to know was there any differences between the experimental group and control group, after the experimental got treatment. It was also used to measure the students' understanding and comprehending of simple past tense after getting treatment or without mistake buster technique in the control group. Posttest consists of 25 questions of simple past tense. The administrating of the post-test is meant to find out the difference of scores of both experimental and control class before and after giving the treatment.

G. Techniques of Analyzing Data

To analyze the result of the data from pre-test and post-test, it used SPSS v.24.

1. Normality Test

   The normality test is used to measure weather the data in the experimental class and control classes are normally distributed or not.[32]In

---

[32] Budiyono. 2004. Statistika Untuk Penelitian. Surakarta: 11 maret University Press. p.170.

this study the researcher analyzes the data by using SPSS v.24 for normality of test.

2. Homogeneity Test

    Homogenity test is used to determine whether the data obtained from the sample homogeneous or not.

    Homogeneity test used to see the data from two classes will be same or different in variant case. Homogeneity test means to know whether control class and experimental class have same variant or not. The researcher used SPSS v.24.

3. Hypothesis Test

    Hypothesis test was the provisional result of the research. So, the researcher needed to analyze the data which have been didvided into two groups: Experimental class and control class. The data analyzed by using *t-test* formula, this research used SPSS v.24. If $t_{count} < t_{table}$, it means there is no significant effect of mistake buster technique to simple past tense mastery at the eight grade students of SMP Negeri 5 Padangsidimpuan. If $t_{count} > t_{table}$ means there is a significant effect of mistake buster technique to simple past tense mastery at the eight grade students of SMP Negeri 5 Padangsidimpuan.

CHAPTER IV

THE RESULT OF RESEARCH

This chapter presents the result of research. It talks about the effect of mistake buster technique to simple past tense mastery. The data using pre-test and post-test had been calculated. The hypothesis of this study evaluated with t- test. The description of the data is as follows:

A. **Description of Data**

1. **The Students' Simple Past Tense Mastery Before Using Mistake Buster Mastery**

   a. **Score of Pre-test in Control Class**

      As the control class in this research took class VIII-7, it this consist of 30 students. In pre-test for control class, it was calculated that the result that had been gotten by the students and doing a test in describing the things. The following table shows the student's score in pre-test in control class.

      Table IV.1 The Score of Pre-test in Control Class

No.	Data Description	Control Class
1	The highest score	60
2	The lowest score	20
3	Mean	45.1
4	Median	7.5
5	Range	9.6

No.	Data Description	Control Class
6	Modus	40
7	Interval	7
8	Std. Deviation	10.5

Based on the table above, The researcher got the highest score, the highest score is the largest value in the data. The highest score in the pre-test control class was 60.While the lowest score, the smallest value in a data sequence. For the lowest score was 20. Next, mean can be said to be representative of the data set. Mean in this data was 45.1.

Then, median is the middle of value after all the data is sorted, the researcher got 45.1 of median after calculating using SPSS v.24. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 9.6. Range is the differences between the minimum and maximum in the data, in this data it was 40. Distance between classes is understanding of interval, it was 7 in this data.

Last, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 10.5. For frequency distribution of pre-test in control class can be seen in the table below :

Table IV.2
Frequency Distribution of Students' Score (Control Class)

No.	Interval Class	Frequency	Mid. Point	Percentage
1	20 – 26	3	23	10%
2	27 – 33	2	30	7%
3	34 – 40	3	37	10%
4	41 – 47	9	44	30%
5	48 – 54	5	51	17%
6	55 – 61	8	58	27%
	$I=7$	30		100%

Based on the table above, the students' score in control class between 20 – 26 was 3 students (10%), class interval between 27 – 33 was 2 students in the percentage (7%). Then, class interval between 34 - 40 was 3 students (10%), interval class between 41 – 47 consisted of 9 student in percentage (30%). Class interval between 48 – 54 was 5 students in percentage (17%). Class interval between 55 – 61 was 8 students in percentage (27%).

In order to get description of the data clearly and completely, pre-test value of control class class is presented in the form of histogram and can be seen at figure as follows:

Frequency
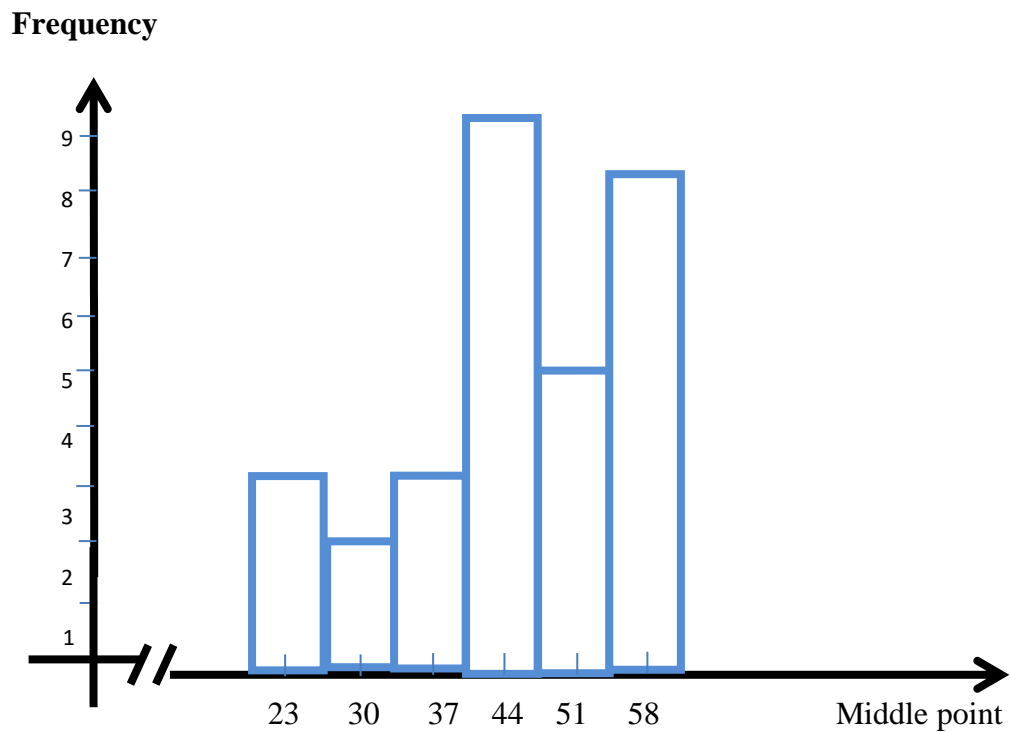
Figure IV.1

Description of Experimental Control Class (Pre-test)

b. **Data Description of Pre-test at Experimental Class**

As the experimental class in this research took class VIII-6. In pre-test for experiment class, it calculated the result that had been gotten by the students in answering grammar test of simple past tense.. The following table shows the student's score in pre test in experimental class.

Table IV.3
The Score of Pre-test in Experimental Class

No.	Descriptive	Statistics
1	The highest score	68
2	The lowest score	12
3	Mean	44.8
4	Median	47.5
5	Modus	11.7
6	Range	56
7	Interval	10
9	Std. Deviation	15.3

Based on the table above. The researcher got the highest score, the highest score is the largest value in the data. The highest score in the pre-test experimental class was 68. While the lowest score, the smallest value in a data sequence. For the lowest score was 12. Next, mean can be said to be representative of the data set. Mean in this data was 44.8.

Then, median is the middle of value after all the data is sorted, the researcher got 47.5 of median after calculating using SPSS v.24. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test experimental class was 11.7. Range is the differences between the minimum and maximum in the data, in this data

it was 56. Distance between classes is understanding of interval, it was 10 in this data.

Last, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 15.3. For frequency distribution of pre-test in experimental can be seen in the table below:

Table IV.4
Frequency Distribution of Students' Score (Pre-test)
Experimental

No.	Interval Class	Frequency	Mid. Point	Percentage
1	12- 21	4	16.5	13%
2	22 – 31	2	26.5	7%
3	32- 41	6	36.5	20%
4	42 – 51	5	46.5	17%
5	52 – 61	9	56.5	30%
6	62 – 71	4	66.5	13%
	I=10	30		100%

Based on the table above, the students' score in experimental class between 12 – 21 was 4 students (13%), class interval between 22 – 31 was 2 students in the percentage (7%). Then, class interval between 32 – 41 was 6 students (20%), interval class between 42 – 51 consisted of 5 students in percentage (17%). Class interval between 52 – 61 was

9 students in percentage (30%). Class interval between 62 – 71 was 4 students in percentage (13%).

In order to get description of the data clearly and completely, pre-test value of experimental if it is presented in the form of histogram can be seen at figure as follows:

Frequency
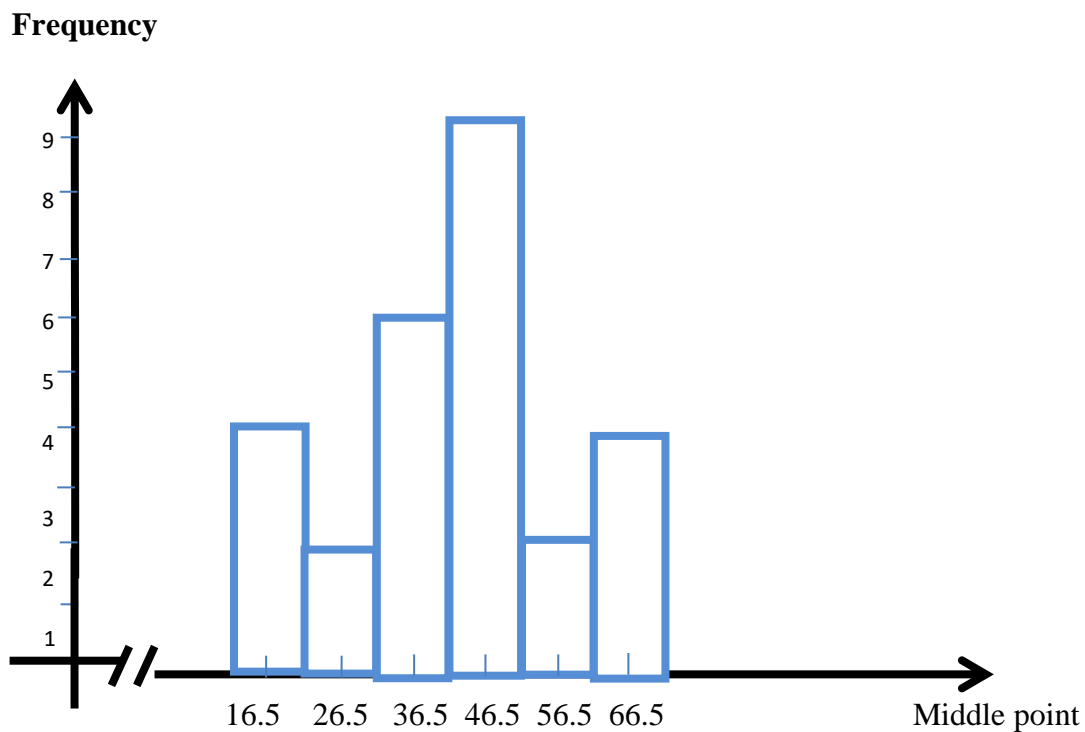
Figure IV.2

Description of Experimental Class (Pre-test)

2. **The Students' Simple Past Tense Mastery After Using Mistake Buster Technique**

a. Score of Post Test in Control Class

The result of control class in post-test after answering the test that

taught by using conventional method can be seen in the table below:

Table IV.5
The Score of Post- test Control Class

No.	Descriptive	Statistics
1	The highest score	88
2	The lowest score	40
3	Mean	62.7
4	Median	61.5
5	Modus	58.7
6	Range	48
7	Interval	8
8	Std. Deviation	12.1

Based on the table above. The researcher got the highest score,

the highest score is the largest value in the data. The highest score in the

post-test control class was 88. While the lowest score, the smallest value

in a data sequence. For the lowest score was 40. Next, mean can be said

to be representative of the data set. Mean in this data was 62.7.

Then, median is the middle of value after all the data is sorted,

the researcher got 61.5 of median after calculating using SPSS v.24.

Next, modus is the value that appears most often in a statistical data, the

modus in this pre-test was 58.7. Range is the differences between the

minimum and maximum in the data, in this data it was 48. Distance

between classes is understanding of interval, it was 8 in this data.

Last, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 12.1. For frequency distribution of post-test in control class can be seen in the table below:

Table IV.6
Frequency Distribution of Students' Score

No.	Interval Class	Frequency	Mid. Point	Percentage
1	40 – 47	3	43.5	10%
2	48 – 55	6	51.5	20%
3	56 – 63	8	59.5	27%
4	64 – 71	5	67.5	17%
5	72 – 79	5	75.5	17%
6	80 – 88	3	84	10%
I=8		30		100%

From the table above, the students' score in experimental class between 40 – 47 was 3 students (10%), class interval between 48 – 55 was 6 students in the percentage (20%). Then, class interval between 56 – 63 was 8 students (27%), interval class between 64 – 71 consisted of 5 students in percentage (17%). Class interval between 72 – 79 was 5 students in percentage (17%). Class interval between 80 – 88 was 3 students in percentage (10%).

In order to get description of the data clearly and completely, Post test value of experimental class if it is presented in the form of histogram can be seen at figure as follows:

Frequency
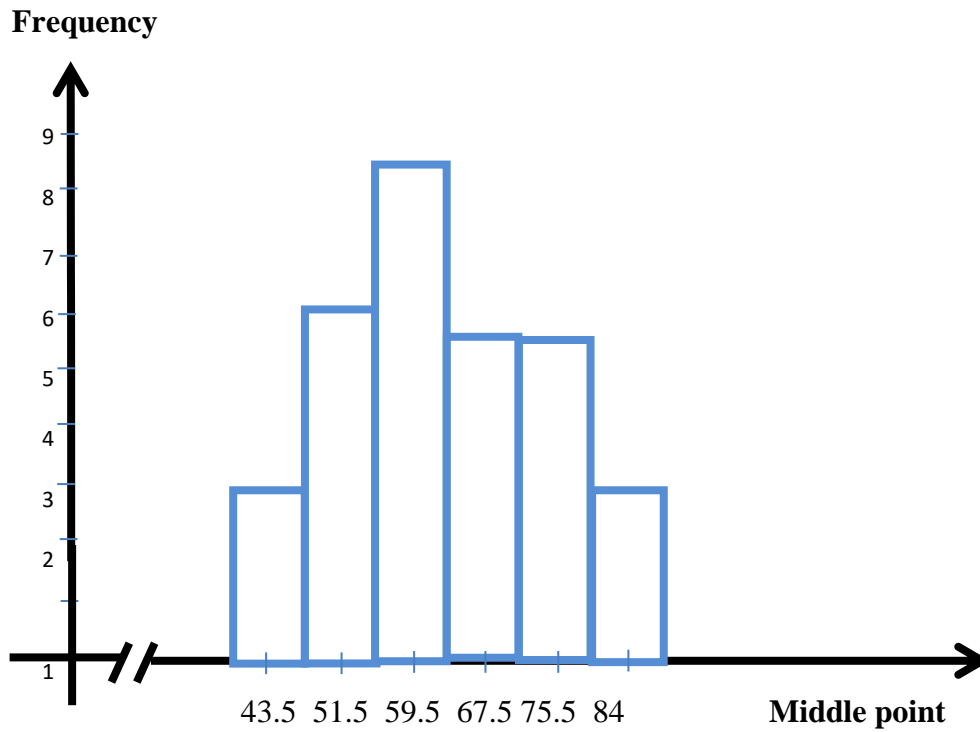
Figure IV.3

Description of Control Class (Post-test)

b. **Score of Post-test in Experimental Class**

In post- test of experimental class, the researcher calculated the result which had been got by the students in answering grammar test simple past tense. The data of post- test experimental class can be seen in table as follows:

Table IV.7
The Score of Experimental Class in Post-Test

No.	Descriptive	Statistics
1	The highest score	96

2	The lowest score	52
3	Mean	72.5
4	Median	68.5
5	Modus	71.9
6	Range	6
7	Interval	8
8	Std. Deviation	11.2

Based on the table above, The researcher got the highest score, the highest score is the largest value in the data. The highest score in the post-test experimental class was 96. While the lowest score, the smallest value in a data sequence. For the lowest score was 52. Next, mean can be said to be representative of the data set. Mean in this data was 72.5.

Then, median is the middle of value after all the data is sorted, the researcher got 68.5 of median after calculating using SPSS v.24. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 71.9. Range is the differences between the minimum and maximum in the data, in this data it was 44 . Distance between classes is understanding of interval, it was 8 in this data.

Last, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the

mean value, it was 11.2. For frequency distribution of post-test in experimental class can be seen in the table below:

Table IV.8
Frequency Distribution of Students' Score (Post-test)
Experimental

No.	Interval Class	Frequency	Mid. Point	Percentage
1	52 – 59	4	55.5	13%
2	60 – 67	4	63.5	13%
3	68 – 75	10	71.5	33%
4	76 – 83	9	79.5	30%
5	84 – 91	2	87.5	7%
6	92 – 99	1	95.5	3%
	I=8	30		100%

From the table above, the students' score in experimental class between 52 – 59 was 4 students (13%), class interval between 60 – 67 was 4 students in the percentage (13%). Then, class interval between 68 – 75 was 10 students (33%), interval class between 76 – 83 consisted of 9 students in percentage (30%). Class interval between 84 – 91 was 2 students in percentage (7%). Class interval between 92 – 99 was 1 student in percentage (3%).

In order to get description of the data clearly and completely, Post test value of experimental class if it is presented in the form of histogram can be seen at figure as follows:

Frequency

55.5	63.5	71.5	79.5	87.5	95.5	**Middle point**
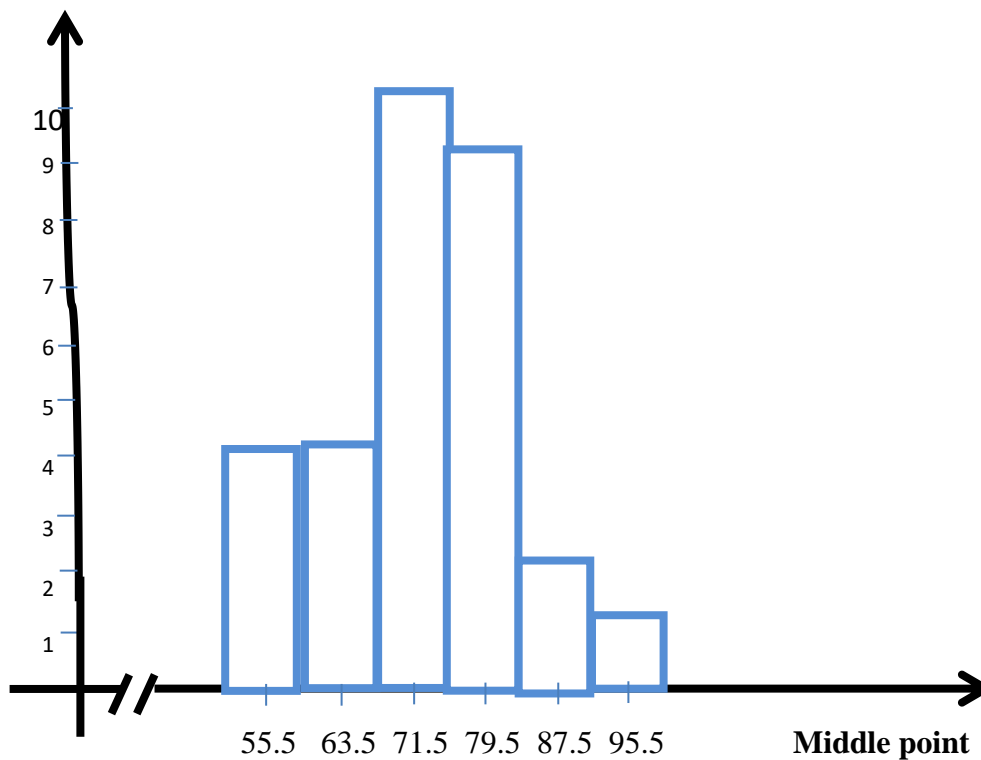
Figure IV.4

Description of Experimental Class (Post-test)

B. **Data Analysis**

1. **Normality Test and Homogeneity Test**

   a. **Normality Test of Pre-Test**

   Data normality of the two groups was calculated using SPSS v.24 using Kolmogorov-Smirnov test because the number of samples in the research was 60 students, the significance level of test was 5% or 0.05. The hyphothesis that will be tested in normality test as follows:

H_0 : The students are not distributed normally. H_0 is accepted when the Kolmogorov-Smirnov<0.05.

H_a: The students are distributed normally. H_a is accepted when the Kolmogorov-Smirnov> 0.05.

Table IV.9.Normality Test in Pre Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.90397738
Most Extreme Differences	Absolute	.112
	Positive	.112
	Negative	-.111
Test Statistic		.112
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table. IV.10.
Normality Test in Post Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.32124110
Most Extreme Differences	Absolute	.142
	Positive	.142
	Negative	-.121
Test Statistic		.142
Asymp. Sig. (2-tailed)		.129[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

b. **Homogeneity of Test of Pre-Test**

The homogeneity of variance test aims to determinewhether the iniatial value (pre-test) of the sample has ahomogeneous variance.

$Ho : \sigma_1^2 = \sigma_2^2$ (Homogeneous variance)

$Ha : \sigma_2^2 \neq \sigma_2^2$ (Heterogeneous Variance

Table. IV.11
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
PRE TEST	Based on Mean	4.268	1	58	.043
	Based on Median	4.868	1	58	.031
	Based on Median and with adjusted df	4.868	1	57.563	.031
	Based on trimmed mean	4.746	1	58	.033

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.24 calculation obtained a significance value (sig) was 0.43. Based on criteria for testing data homogeneity using SPSS v.24 obtained a value significance (sig) based on mean>0.05 or 0.43>0.05 it means the value of the sample has a homogeneous variance.

c. **Homogoneity Test of Post Test**

The homogeneity of variance test aims to determine whether the iniatial value (pre-test) of the sample has a homogeneous variance.

$Ho : \sigma_1^2 = \sigma_2^2$ (Homogeneous Variance)

$Ha : \sigma_2^2 \neq \sigma_2^2$ (Heterogeneous Variance)

Table IV.12
Homogeneity Test of Post-Test
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
POST TEST	Based on Mean	.414	1	58	.523
	Based on Median	.312	1	58	.578
	Based on Median and with adjusted df	.312	1	57.923	.578
	Based on trimmed mean	.383	1	58	.539

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.24 calculation obtained a significance value (sig) was 0.523. Based on criteria for testing data homogeneity using SPSS v.24 obtained a value significance (sig) based on mean > 0.05 or 0.523 > 0.05 it means the pre-test value of the sample has a homogeneous variance.

2. **Hypothesis Test**

After calculating the data of post-test, researcher has found that the post test result of experimental and control class is normal and homogenous. The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was there is the effect of using Mistake Buster Technique to Simple Past Tense Mastery at the Eight Grade Students of SMP Negeri 5 Padangsidimpuan.

So, there is significant effect of Mistake Buster Technique to Simple Past Tense Mastery at the Eight Grade Students of SMP Negeri 5 Padangsidimpuan. In this case, the mean score of experimental class by Mistake Buster Technique was 72.56 and the mean score of control class by using conventional technique was 62.75. The gain score can be seen in the table below :

Table. IV.13
Gain Scores of Experimental Class and Control Class

Class	Pre-Test Mean	Post-Test Mean	Enhancement	Gain Score
Experimental	44.83	72.56	27.73	10.14
Control	45.16	62.75	17.59	

Table. IV.14
Independent Sample T-Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
					Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	F	Sig.	t	df	)	e	e	Lower	Upper

					df					
SCORE POST TEST	Equal variances assumed	.414	.523	2.911	58	.005	8.80000	3.02277	2.74926	14.85074
	Equal variances not assumed			2.911	57.678	.005	8.80000	3.02277	2.74854	14.85146

From the table above, this research found that t_{count} is 2.911, it can be seen on t column. It means that t_{count} is higher than t_{table} 2.91 > 1.67. Based on the test criteria, H_o is rejected and H_a is accepted. So, there was significant effect using Mistake Buster Technique to Simple Past Tense Mastery at the Eight Grade Students of SMP Negeri 5 Padangsidimpuan.

C. Discussion of the Result

Mistake Buster Technique is an appropriate strategy to use in the classroom, this strategy helped students improve their simple past tense mastery .By applied Mistake Buster technique, the students took over

behavior in learning simple past tense. In class, teachers facilitate learning by creating opportunities, providing feedback on progress and learning actualization.

This technique is very effective in attracting students' attention and joining. In this study, several things were reasonably inferred. First, for both in classes, students often encounter similar problems in learning simple past tense. For example, when they took the pre-test, most of them did not have the necessary knowledge, and failure point. Second, before applying the Mistake

Buster technique in experimental class, students' abilities are very different. Most of the students were in the lowest level; inadequate and failing score, the least of them were in adequate, good and excellent score. Third, after applied Mistake Buster techniques, students in the experimental class have shown their progress, most of them have excellent, good and complete scores.

The theory had proven that this technique is good, based on the result of data analysis, this research got that the mean score of experimental class in pre-test was 44.83 and in post-test was 72.56, the mean score of control class in pre-test was 45.26 and then in post-test was 62.75. So, based on the result of data analysis, it can be concluded that the improvement of experimental class was higher than control class.

This research also provided the similar cases with this research. The first research by Eri', he did the research by using experimental research. Also the researcher used simple random sampling, the result was obtained through comparing the post-test's average score between experimental class and control class. The average score of experimental class was 71.14 and the average score of control class was 62.43. Meanwhile the pre-test's average score of the experimental class was 32.86 and the average score of control was 33.71. In addition, it is proven that the independent t test result for post-test that the t_{count} is higher than t_{table} (4.445 > 2.000). It means there is significant difference in the achievement between experimental class who were taught by using mistake

buster technique and control class who were taught without mistake buster technique. [33]

The second research by Iswatun, did the research by using quasi-experimental research. The study research showed that 20 students using mistake buster technique, which is done based on pre-test and post-tense. The researcher found that the Mistake Buster technique was suitable in teaching students' grammar mastery. So, the researcher concluded that using Mistake Buster technique effective to improve the students' English ability in past tense and applicable in teaching grammar.[34]

The third was conducted by Khairani, the researcher used simple random sampling. The experimental class was taught by using mistake buster tech nique and control class taught by conventional method. The result was obtained through comparing the post-test's average score between experimental class and control class. The average score of experimental class was 71.14 and the average score of control class was 62.43. Meanwhile the pre-test's average score of the experimental class was 32.86 and the average score of the control

---

[33] Apri, Eri. *The Effectiveness of Mistake Buster Technique to Teach Simple Past Tense (An Experimental Study with the Eight Grade Student of SMP Negeri 31 Semarang in the Academic Year of 2017/2018)* (Online) https://eprints.walisongo.ac.id/9290/1/133411076.pdf, retrieved on September 27th, 2023 at18:05 p.m.

[34] Andi, Iswatun. *Using Mistake Buster Technique to Improve English Ability in Past Tense at the Second Grade Students of SMP Guppi Samata Gowa Regency (Universitas Alauddin Makassar, 2017)* (Online) http://repositori.uin-alauddin.ac.id/7423/, retrieved on September 27th, 2023 at 18:15 p.m.

class 33.71. In addition, it is proven that the independent t test result for post-test that the t_{count} is higher than t_{table} (4.445 > 2.000). It means there is significant difference in the achievement between experimental class who were taught by using mistake buster technique and control class who were taught without mistake buster technique.[35]

The Thesis aim at finding out the problems faced by VIII grade students of MTSN 4 Muko-Muko in Grammar ability. The objective of this research was to whether or not the use of Mistake Buster Technique effects the students' motivation for the second grade students of MTSN 4 Muko-muko, and whether the second grade students of MTSN 4 Muko-muko are interested in grammar ability using Mistake Buster Technique. This research applied quasy experimental . The population of the research was all second students MTSN 4 Muko-muko.The research chose class VIII A as experimental group (20 Students) and class VIII B as control group (20 students) as sample of the research. The Technique of data collecting technique used Grammar ability test There two test, pre-test and post-test . The data of this research used quantitative and the design is quasy experimental.The research instrument used to collect data is grammar test. Then, the research instruments was in the form of 20 multiple choice-test items. Based on statistical there was significant diffrences

---

[35] Ummi, Khairani. *The Use of Mistake Buster Technique to Improve the Students Grammar Mastery (UMSU, 2019)* (Online) http://repository.umsu.ac.id/handle/123456789/3181, retrieved on September 27th, 2023 at 18:23 p.m.

in grammar ability between the students who were taught by using Mistake
buster Technique and that of those who were not. It was showed T-count of
4,781 was

higher than table (1,70) of sigsificant 0,05.

The four studies mentioned above encouraged the writer's desire to
learn more about mistake buster technique. We can examine the results of three
successful studies that used the same quantitative research design method.
There are variances in this study, particularly in specific lessons such as giving
opinions and arguments. As a result, the researcher needs a solution that is
relevant to teaching simple past tense in the classroom.

D. Threat of the Research

The researcher found the threats of the research as follows:

1. Some students were noisy while the learning process. It made them can
   not get the teacher's explanation well.

2. Some of the students were not interested in learning English and give
   the impact to their answer.

3. The students need more time for answering the test because the time is
   limited.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, the conclusion of this research are :

1. Students' simple past tense mastery before using Mistake Buster Technique was still low. It can be seen from the mean score of pre-test in experimental class is 44.83 and the mean of control class is 45.16

2. Students' simple past tense mastery after using Mistake Buster Technique was higher. It can be seen from the mean score of post-test in experimental class is 72.65 and the mean of control class is 62.75.

3. There was a significant effect of using Mistake Buster Technique to Simple Past Tense Mastery at the Eight Grade Students of SMP Negeri 5 Padangsidimpuan. This research found the result where $t_{count} > t_{table}$ or $2.91 > 1.67$. So, it means Mistake Buster Technique can effect the simple past tense mastery at the eight grade students of SMP Negeri 5 Padangsidimpuan.

B. Suggestion

After finishing the research, the researcher got many information in English teaching learning. Therefore, from that experience, the researcher show some things need to be proven. It makes the researcher give some suggestion, as follow:

1. It is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using Mistake Buster Technique in teaching, because this technique can achieve the students' simple past tense mastery.

2. It is also as the information to the English teacher to use Mistake Buster Technique as a reference in teaching simple past tense to make learning process more active so that students can express their thought or idea confidently.

3. The researcher suggests for who wants to do research the same problem as information about the topic or as reference for researcher in the next time.

C. Implication

Implications are drawn from the researcher finding. The researcher came with a finding that there is a significant effect of mistake buster technique to simple past tense mastery at the eight grade students if SMP Negeri 5 Padangsidimpuan and those who are taught without mistake buster technique. Morever, this research implies that the use of mistake buster technique is needed in teaching simple past tense. Considering the conclusions drwan above, that the use of mistake buster technique is capable to promote the improvement of students' simple past tense mastery in which it can be seen from the progress of the students' simple past tense mastery scores after given a treatment using mistake buster technique.

It is expected that the teachers are highly recommended to utilize mistake buster technique to simple past tense mastery in order to improve students' simple past tense mastery. Students are motivated and enjoyed in learning process when they are taught using mistake buster technique.. Therefore, it implies that the use of mistake buster technique can keep students' interest and help the students to understand and interpret their ideas.

In summary, the use of mistake buster technique during the research can improve the students' achievement in students' simple past tense mastery. Therefore, the application of mistake buster technique needs to applied continioulsy in teaching simple past tense. It is because the use of mistake buster technique can be effective technique to help the students simple past tense mastery and create an enthusiastic learning process so that the standard of competence of learning process can be achieved**.**

REFERENCES

Ary, Donald et al. 2010. *Introduction to Reseacrh in Education (Eighth Edition).* United States of Amerika: Wadsworth,.

Azar, Betty s., *Understanding and Using English Grammar 2ⁿᵈ Ed,* New Jersey: Prentice Hall Regent.

Azar, Betty S., *Basic English Grammar 3ʳᵈed,* 2006.

Budiyono. 2004. Statistika Untuk Penelitian. Surakarta: 11 maret University Press.

Bieber, Douglas, Stig Johansson,..et al. (1999),*Longman Grammar Spoken and Written English.* London

Bieber, Douglas, Stig Johansson,..et al. (2001), *Teaching by Principles: An Interactive Approach to Language Pedagogy,* New York: A Person Education Company, 2001

Eri Apri. (2017), *The Effectiveness of Mistake Buster Technique to Teach Simple Past Tense (An Experimental Study with the Eight Grade Student of SMP Negeri 31 Semarang in the Academic Year of 2017/2018)* Thesis, (Education and Teacher Training Faculty Walisongo Islamic State University Semarang ,2007) Retrieved from https://eprints.walisongo.ac.id/9290/1/133411076.pdf

Gumpol. (1995), W. *Mastery of Sixteen Tenses,* Yogyakarta: Kanisius, 1995.

Hilmina. (2019), *The Influences of Mistake Buster Technique on Students' Ability(Quasi Experimental Research at 8th Grade of MTSN 4 Muko-Muko in Academic Year 2018/2019)* Thesis, (State Universty of Islamic Studies Bengkulu 2019) Retrieved from http://repository,iainbengkulu.ac.id/3322/1HILMINA.pdf.

H. Brown, Douglas. (2001), *Teaching By Principles,* San Fransisco State University: Longman,

Hornby, A. S. (1989), *Oxford Advanced Learners Dictionary of Current English,* Oxford: Oxford University Press,

Hyunh, Hai K.P., (), Getting Students Actively Involved Using " The Mistake Buster" Technique, The Internet TESL Journal, *Vol. IX, NO. 11.*

Iswatun, Andi. (2017), *Using Mistake Buster Technique to Improve English Ability in Past Tense at the Second Grade Students of SMP Guppi Gowa Regency.* Thesis, (Makassar: English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University, 2017) Retrieved from http://repositori.uin-alauddin.ac.id/7423/

Khairani, Ummi. (2019), *The Use of Mistake Buster Technique to Improve Students' Grammar Mastery.* Thesis, (Medan: Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara 2019) Retrieved from http://repsitory.umsu.ac.id/handle/123456789/3181.

Kusuma, Wardani, Teaching Simple Past Tense in Writing EFL by Using Youtube. Retrieved from https://jurnal.untirta.ac.id/index.php/aiselt/article/view/11056.

Nunan, David (1992), *Research Method in Language Learning*. Cambridge: Cambridge University Press. 1992.

Ratmaningsih, Ni Made, *Teknik Mistake Buster Dalam Pembelajaran Grammatika: Upaya Meningkatkan Penguasaan Grammarika dan Partisipasi Siswa Kelas 1 SMP Negeri 1 Sukasada Dalam Pembelajaran Dengan Orientasi Kurikulum Berbasis Kompetensi., ISSN 0215-8250, Journal,* Bali: Universitas Pendidikan Ganesha.

Pardiyono. (2007), *Bahasa Inggris 16 Tenses,* Yogyakarta: CV Andi Offset.

Rangkuti, A. N. (2015), Statistik Untuk Penelitian Pendidikan, Medan: Kelompok Penerbit Mulya Sarana.

Richards, Jack C,. *Key Issues in Language Teaching,* Cambridge: Cambridge University Press, 2015.

Sugiyono (2011), *Metode Penelitian Kuantitatif, Kualitatitf, dan R&D,* Bandung: Alfabeta

Thornbury, Scott (2004), *How to Teach Grammar 6th* Ed, Malaysia: Longman

Thomson, A. J, and A.V. Martinet (1986), *A Practical English Grammar,* London: Oxford University Press

Vijaya,(ed), (2017), *Basic GrammarPractice Handbook on Tense,* India: Rigi Publication

I. Identify
1. Name : Awandha Fitri Kharisma Pratiwi Harahap
2. Reg. Number : 18 203 00091
3. Place/Birthday : Pulau Burung/16 September 2000
4. Gender : Female
5. Child to : First from 3 Siblings
6. Civics : Indonesia
7. Marital Status : Single
8. Religion : Islam
9. Adress : Gunung Tua, Padang Bolak, Padang Lawas Utara
10. Phone Number : 0823-6231-8606
11. Email : awandhafitrikph16@gmail.com

II. Parents
1. Father
   a. Name : Akhtar Hamid Harahap
   b. Job : Private employee
   c. Adress : Gunung Tua, Padang Bolak, Padang Lawas Utara
   d. Phone Number : 0853-5840-7075
2. Mother
   a. Name : Sukrismi Lestari
   b. Job : Housewife
   c. Adress : Gunung Tua, Padang Bolak, Padang Lawas Utara
   d. Phone Number : 0853-5809-2414

III. Educational Background
1. Elementary School : SDN 006 Rotan Semelur (2012)
2. Junior High School : MTsN 1 Model Padangsidimpuan (2015)
3. Senior High School : MAN 2 Model Padangsidimpuan (2018)
4. Collage : UIN Syekh Ali Hasan Ahmad Addary
   Padangsidimpuan (2023)

DOCUMENTATION

Nomor : B 1785 /In.14/E.1/PP.009/05/2022   30 **Mei 2022**
Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan**
         Pembimbing Skripsi

Yth.
1. **Fitri Rayani Siregar, M.Hum.**   **(Pembimbing I)**
2. **Yusni Sinaga, M.Hum.**   **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.
　　　Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama   : Awandha Fitri Kharisma Pratiwi Harahap
NIM   : 18 203 00091
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Mistake Buster Technique to Simple Past Tense
                 Mastery at The Eight Grade Students of SMP Negeri 5
                 Padangsidimpuan

　　　Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.
　　　Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida, S.Psi.,M.A.
NIP 19801224 200604 2 001

Ketua Program Studi
Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004

Nomor   : B - 4406 /Un.28/E/TL.00.9/08/2023   09 Agustus 2023
Lampiran   : -
Hal   : **Izin Penelitian**
             Penyelesaian Skripsi.

Yth. Kepala SMP Negeri 5 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Awanda Fitri Kharisma Pratiwi Harahap
NIM   : 1820300091
Fakultas   : Tarbiyah dan Ilmu Keguruan
Program Studi   : Tadris Bahasa Inggris
Alamat   : Jln. Sutan M.Arif, Batang Ayumi Julu, Padangsidimpuan Utara

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Mistake Buster Technique to Simple Past Tense Mastery at The Eight Grade Students of SMP Negeri 5 Padangsidimpuan "**.

    Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

Plt. Dekan

Abdussima Nasution, M.A
NIP. 19740921200051 1 001

SURAT KETERANGAN
NOMOR : 422/ 330 /SMP.5/2023

Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Padang Sidempuan di Padang Sidempuan, menerangkan bahwa:

Nama	: AWANDA FITRI KHARISMA PRATIWI HARAHAP
NIM	: 1820300091
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Alamat	: Jln. Sutan M. Arif, Batang Ayumi Julu, Padangsidimpuan Utara

benar telah mengadakan penelitian (Riset) di SMP Negeri 5 Padang Sidempuan pada tanggal 08 s/d 22 September 2023, guna untuk melengkapi penyelesaian skripsinya yang berjudul : **"The Effect of Mistake Buster Technique to Simple Past Tense Mastery at The Eight Grade Students of SMP Negeri 5 Padangsidimpuan"**, sesuai dengan surat dari Plh. Dekan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor : B – 4406/Un.28/28/E/TL.00.9/08/2023 tanggal 29 Agustus 2023.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Padang Sidempuan, 09 Oktober 2023
Kepala SMP Negeri 5 Padang Sidempuan
An. Wakasek Bid. Kurikulum

ROSMAWAR, S.Pd
NIP. 19730202 200502 2 001