

USING MISTAKE BUSTER TECHNIQUE TO IMPROVE RECOUNT TEXT WRITING SKILL

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Abstract

Writing is one of the four language skills and very important in language learning. The eighth graders of MTs Negeri Windusari in the school year 2018/2019 are ones of those who face some difficulties in writing recount text. Mistake Buster is offered as a technique to improve their learning motivation and skill in writing recount text. The objectives of this research are to know whether the use of Mistake Buster technique can increase the recount text writing learning motivation of the eighth graders and to know how great the improvement of the recount text writing skill of the eighth graders who are taught by using Mistake Buster technique is. The writer did the research through three phases; they are Pre- Cycle, Cycle 1, and Cycle 2. The data of this research are collected from the students' written test, questionnaire, observation, and documentation. All the data are analyzed using both qualitative and quantitative data analysis technique. The result of research shows that Mistake Buster technique give great improvement on the students' learning motivation and skill in writing recount text.

Keywords – Mistake Buster, motivation, writing, recount text, Classroom Action Research (CAR)

Introduction

English is one of compulsory subjects at school that is taught in Junior High School, Senior High School up to the University. The goal of English teaching is to develop the students' ability to communicate using the target language both in oral and written form. Based on Curriculum 2013 for Junior High School, the students are expected to communicate in English through four basic skills, namely; listening, speaking, reading and writing.

Christian, A. and Malyno, J. (2012) states that writing is a way to produce language you do naturally when you speak writing is speaking to other on paper or on a computer screen. Writing is also an action, this means a process of discovering and organizing the ideas, feelings and thoughts. Kern (2000:172) writing is functional communication, making learners possible to create imagined worlds of their own design.

In accordance with Curriculum 2013, the seventh grade students of junior high school are asked to compose a simple recount text by taking into account the social function, text structure, and linguistic elements, correctly and contextually. For EFL learners, writing in English may be very challenging as they have to write in English style in which the language rules are different from their first language and it could be harder if they are poor in vocabulary and grammar. The students of VIII F class in MTs Negeri Windusari in the school year 2018/2019 are ones of those who face some difficulties in writing recount text. They have poor writing skill that causes low writing scores.

Teaching writing is necessary to help students develop their writing skill. Harmer (2001: 37) states that people from different ages have some different needs, competences, and skills. For that reason, it is important for teachers to facilitate students with effective teaching technique in order to help the students improve their language and writing skills. In addition, teachers



must pay attention on the students' motivation as stated by Gardner (1985) "Motivation has long been identified as one of the main factors affecting English language learning.

In order to help the students, the writer tries to implement a technique named Mistake Buster. Huynh (2003) Mistake Buster Technique is a technique where the students take part in correcting the error of writing that prepared by the teacher. It can motivate the students to identify the mistake sentence because they become mistake corrector, which is normally done by the teacher while the teacher becomes mistake maker. Syam (2017) states that the mistake buster technique is an activity where the students take over the role of correcting mistakes (which is normally done by the teacher), while the teacher deliberately became the "mistake maker". However, the steps of Mistake Buster are appropriate to compose a recount text. By implementing this technique, the writer means to know the effect on the students' learning motivation and their skill in writing recount text.

Methodology

The type of the research is Classroom Action Research (CAR). The subject was the class of VIII F in MTs Negeri Windusari in the school year 2018/2019. There were 32 students in total consisting of 11 male and 21 female. The writer did the research through three phases: Pre-Cycle, Cycle 1, and Cycle 2.

The data of this research were collected from the students' written test, questionnaire, observation, and documentation. In each cycle, there was a test given to know the students' writing scores and its improvement from cycle to cycle. The writer also observed the students' behavior by using an observation sheet as guidance. There was also questionnaire to know the students' responses toward the teaching and learning process. Besides that, the writer took some pictures of the students' activities during lesson.

All the data were used to know the improvement of the students leaning motivation and skill in writing recount text. The data were analyzed by using both qualitative and quantitative data analysis technique. In analyzing the qualitative data, it is used such as observation, questionnaire, and documentation. The writer saw the increase of them by the data reduction, data display, and conclusion drawing. Meanwhile, in analyzing the quantitative data that is the students' written test, the writer used the writing assessment and the analytic rating score from Brown (2004: 243). To calculate the mean of scores, the writer used a formula as below:

$$\text{Mean} = \frac{SS}{R}$$

Explanation:

SS = Total number of students' score

R = Number of respondents

Finding(s) and Discussion

To know the improvement of the students' learning motivation, the writer accumulated and compared the result of the questionnaire, observation, and photo documentation from Pre-Cycle, Cycle 1, and Cycle 2.

From the observation in Pre- Cycle, the mean of students' motivation belongs to low category. It only reaches the number of 51.00%. There are quite a lot of the students who do not have motivation during the learning process. Some of them also seemed bored with the teacher's explanation. Furthermore, from the questionnaire, a number of students say they are not

interested in writing activity. Most of them also consider that they do not like English. Additionally, many of the students find writing in English is difficult.

Then, in Cycle 1, the mean score of the students' motivation significantly increases from 51.00% to 68.43%. The number of the improvement is 17.43. Through the observation in Cycle 1, the writer finds that the students have better motivation to participate in the learning activities. Those who pay attention to the teacher's explanation are greater than in Pre-Cycle. Similarly, a large number of the students can understand the material and want to make notes. Besides that, most of them can do the test well and finish it on time. It can be concluded that the implementation of Mistake Buster technique to teach writing recount text can give significant improvement to the students' motivation in learning writing recount text.

Furthermore, in Cycle 2, the students' motivation grows by 10.32 points from Cycle 1. The mean of the observation touches the number of 78.75% and belongs to good category. From the observation, the writer notices that the students become more enthusiastic and active during the teaching and learning process. They give respond to the questions given. Almost of them also can do test well and finish it on time. Meanwhile, from the questionnaire, it shows that a large number of students like studying English. Most of them also feel that Mistake Buster technique can help to improve their writing skill. Moreover, they think that the technique make them become more motivated to learn writing recount text. Shortly, from the observation in all cycle, there is a significant improvement of the students' motivation in learning writing recount text after being taught by using Mistake Buster technique.

Meanwhile, to know the improvement of the students' recount text writing skill, the writer accumulated the mean scores from each cycle and calculated the number of improvement from cycle to cycle. Then, we can see the comparison of the result of recount text writing test in the table below.

Table 1. The Result of the Writing Test in All Cycles

Assessment Aspect	Mean of Score			Improvement		
	PC	C 1	C2	PC-C1	C1-C2	PC-C2
Writing Skill	54.09	64.09	77.43	10.00	13.34	23.34
Category	Poor	Fair	Good			

As recorded in the table above, the mean score of the students' writing test in Pre-Cycle is 54.09 which is categorized as poor. Then, from the Pre-Cycle to Cycle 1, there is a great improvement of the students' writing score by 10.00 points. The mean score in Cycle 1 reaches the number of 64.09 and belongs to fair category. Furthermore, in Cycle 2, the mean score increases by 13.34 points becoming 77.43. The category of the mean score in Cycle 2 is good. Finally, the writer summarized that using Mistake Buster technique can greatly improve the recount text writing skill of the eighth graders of MTs Negeri Windusari.

Conclusion(s)

Based on the findings in Pre- Cycle, Cycle 1, and Cycle 2, the writer can conclude that the use of Mistake Buster technique can improve the learning motivation of writing recount text of the eighth graders of MTs Negeri Windusari in the school year 2018/2019. There are some positive changes in the students' motivation after being taught by using Mistake Buster technique. In the Pre- Cycle, mean of the students' motivation is 51.00%. Then, in Cycle 1, it increases to 68.43%. Furthermore, in the Cycle 2, mean score of the students' motivation can reach at the rate of 78.75%. The writer also finds that there is a great improvement of the students' recount



text writing skill of the eighth graders of MTs Negeri Windusari in the school year 2018/2019 who after the implementation of Mistake Buster technique. It can be seen in the mean score of the students' writing test that increase significantly from cycle to cycle. In Pre- Cycle, the mean score of the students' writing test is only 54.09. Then, it significantly increases to 64.09 in Cycle 1. Meanwhile, in Cycle 2, the mean score of the students' writing test can attain 77.43 and it has reached the standardized score of 71.

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