

CHAPTER I

INTRODUCTION

A. Background of Study

English is not odd for everyone in our country. People must realize that they need English for communication both oral and written in daily life with others. As International language, English has important role in international communication. They use English to interact and cooperate among people from different countries in the world.

In Indonesia, English is a compulsory subject. It is taught not only in Junior High School, Senior High School, Vocational School, and University but also in Elementary Schools even in Kindergarten. English material which is given for students is different in every period in education because our government always changes the curriculum of education to adapt with developing period and facing globalization era.

In English, there are four basic skills that must be mastered by English learners. Those are speaking, listening reading and writing. One of the basic skills that must be mastered by the students is writing. Writing is an activity to put the ideas and thought in a written form. It is a way to produce language that comes from our thought. By writing, we can express our ideas, feeling and thought in written form.

Realizing that writing is very important for English learners in addition to the other skills, it is essential for the

students to develop their writing skills in English. Allah decrees in the holy Qur'an:

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٤٥﴾

“Who taught by the pen, taught man what he did not know”. (QS. Al-‘Alaq: 4-5).¹

From the verse above, we know that writing has an important role in human life. Allah explained in the verse that Allah taught human by pen. By writing the people can get some knowledge and information. That is why human being needs to learn how to write correctly.

Sometimes, writing becomes the hardest skill for learners who learn English because in writing process, students will face many difficulties in transferring thought and ideas in writing form. Beside that there are many steps that take a long process. One of the common mistakes did in writing is difficult to arrange the sentences with grammatical correctly.² The students are confused, so it makes students be bored and lazy in writing activities. This problem can be found in some schools in Indonesia, include SMP Islam Asy-Syafi'iyah Batealit Jepara. Barli Bram in his book Write Well said “for most beginning writers whose mother is not

¹Mahmud Y. Zayid, *The Quran*, (Lebanon: Dar Al-Choura, 1980), 1st Ed., p. 457.

²Caroline T Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2006), p. 102.

English, to express what they intend is sometimes difficult. One of the common problems might be a lack of ability construct grammatical sentences.”³

In curriculum, there are five genres are taught in Junior High School. They are descriptive, procedure, recount, narrative and report. One of genres that taught in eighth grade is recount text. Recount text is a text that retells past events, usually in the order in which happened.⁴ The form of text may in form personal recount, factual recount or imaginative. Recount text is a text that describes the writers’ personal experience which is truly happen in their life. It is an interesting genre because it is very useful for students to explore and express ideas, feelings, and their experiences. But, some problems are often faced by the students, especially in grammar rules that used in recount text.

Therefore, to support learning process effectively, the teacher must prepare the appropriate technique in teaching writing on recount text. Actually, there are many techniques to develop students’ writing skill, some of them are discussion, mind mapping, think pair share, Mistake Buster Technique, etc.

One of the interesting techniques is mistake buster. This technique is an alternative technique to attract and motivate the students in the learning process and take charge of their learning

³Barli Bram, *Write Well Improving Writing Skill*, (Yogyakarta: Kanisius, 1995), p. 25.

⁴Mark Anderson and Kathy Anderson, *Text Type in English 1*, (Australia : McMillan, 1997), p. 48-86.

by giving them the opportunities to find and correct mistakes by themselves. The implementation of this technique is the teacher reads mistake sentence or paragraph then the students actively find, identify and correct the sentence or paragraph by raising their hand first to get the permission from the teacher to answer. Then, the students will get the point if they can answer correctly. This activity is a simple technique but it is very effective in getting students' attention and participation.⁵ It builds active students because by this technique they become “Mistake Corrector” which is normally done by teacher while in this case the teacher become “Mistake Maker”.

Based on the above explanation the writer is interested in teaching writing on recount text using Mistake Buster Technique. The writer hoped that the students would be active in participation, think and write correctly. So, this was the reason why the writer chose the title “THE EFFECTIVENESS OF USING MISTAKE BUSTER TECHNIQUE IN TEACHING WRITING ON RECOUNT TEXT (An experimental study at the eighth grade of SMP Islam Ay-syafi’iyah Batealit Jepara in the academic year of 2016/2017).

⁵Hai Huynh, K.P. 2003. Getting Students Actively Involved Using “The *Mistake Buster*” Technique: *The Internet TESL Journal*, Vol. IX No. ii, November.

B. Reason for Choosing Topic

There are some reasons for choosing the topic. Those are as follows:

1. Writing is one of the important skills that students should learn but sometimes most of the students face the difficulties in gathering ideas and arrange incorrect sentence.
2. By using Mistake Buster Technique as an alternative to help students minimize difficulties in teaching writing especially for grammatical in writing recount text. The students would be motivated and active while learning process. Moreover, it becomes one of alternative way in conditioned class in order to achieve learning process effectively.

C. Research Question

Based on the problem above it can be stated question as follows: How is the effectiveness of using Mistake Buster Technique in teaching writing on recount text at eighth grade of SMP Islam Asy-syafi'iyah Batealit Jepara in the academic year of 2016/2017?

D. Objective of The Research

The objective of the study is to find out the effectiveness of using Mistake Buster Technique in teaching writing on recount text at the eighth grade of SMP Islam Asy-syafi'iyah Batealit Jepara in the academic year of 2016/2017.

E. Significance of The Research

The result of the study is expected to be able to give the following benefits for:

1. **Writer**

The writer got experience and knowledge directly in teaching writing on recount text by using Mistake Buster Technique.

2. **Students**

It was expected that by using Mistake Buster Technique the students could improve their achievement in writing recount text.

3. **Teacher**

It was a motivation for choosing appropriate and variant learning technique. Hopefully, teachers could implement Mistake Buster Technique as an alternative way in teaching writing on recount text.

4. **Reader**

The readers got more information from this research.