

Mistake Buster and Inside-Outside Circle for Teaching Grammar: A Comparative Study

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ABSTRACT

Teaching English grammar covers teaching techniques to develop students' grammar mastery. This experimental study involved seventh-grade students of SMP N [State Junior High School] 49 Jakarta. This study explored whether there was a significant difference in the students' English grammar among three groups of students, who were taught using different teaching techniques— Mistake Buster (MB), Inside-Outside Circle (IOC), and the combination of both techniques (MB_IOC). This study utilized quasi-experimental design, specifically nonequivalent post-test control group design, which participants were 81 students--27 students per group, and selected through a cluster random sampling technique. Data were collected from grammar tests and analysed statistically through descriptive and inferential statistics. One Way ANOVA was administered to analyse the data to determine whether there was a significant difference in grammar mastery score among MB, IOC, and MB_IOC groups. Based on the data analysis, there were no outliers, as assessed by boxplot; data was normally distributed for each group, as assessed by Shapiro-Wilk test ($p > .05$); and variances were homogeneous, as assessed by Levene's test of homogeneity of ($p > .05$). The students' grammar mastery was statistically significantly different for different teaching techniques, $F(2,78) = 3.242$, $p < 0.05$. Accordingly, it is recommended that the students' grammar mastery is accommodated and optimized within learning activities by providing them opportunities to enhance and adjust their language learning, designing interesting learning activities and relevant materials to support them in learning the language.

Keywords: teaching English, grammar, Mistake Buster, Inside-Outside Circle

Themes: Pedagogy, Education

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CHALLENGES IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL) - GRAMMAR

Learning Strategies

Teaching Techniques

Classroom Management

Materials

Media

Technology

...?!


TEACHING GRAMMAR

How to boost GRAMMAR MASTERY????

Mistake Booster (MB)

Inside-Outside Circle (IOC)

Collaborating Mistake Booster and Inside-Outside Circle (MB-IOC)

- STRENGTHS & WEAKNESSES

Is there a **significant difference** in the students' English grammar among three groups of students, who were taught using different teaching techniques—Mistake Buster (MB), Inside-Outside Circle (IOC), and the combination of both techniques (MB_IOC)?

RESEARCH METHOD

✓ EXPERIMENTAL STUDY

Quasi-experimental design → nonequivalent post-test control group design

✓ Population and Sampling

→ Seventh-grade students

at a particular State Junior High School in Jakarta.

→ 81 students (three groups of 27 students)

– a cluster random sampling

✓ Instrumentations

→ grammar tests

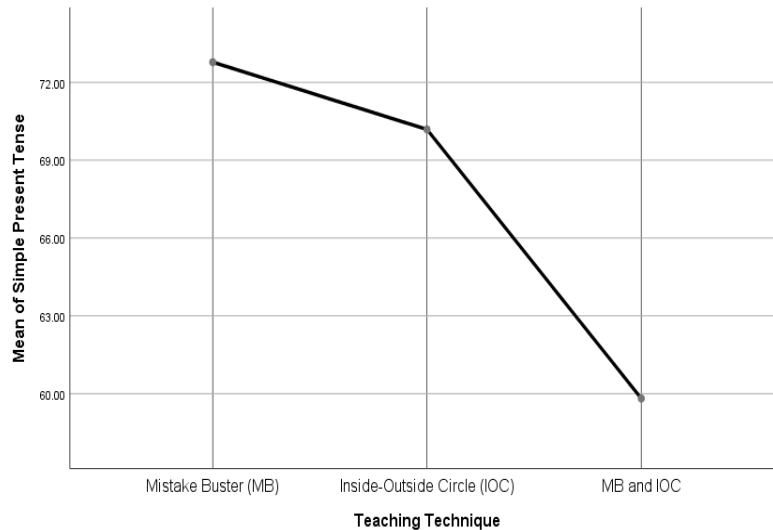
✓ Data Analysis

→ Descriptive and Inferential Statistics

- Normality and Homogeneity Test

- One Way ANOVA

RESEARCH FINDINGS



no outliers, as assessed by boxplot;

data was normally distributed for each group, as assessed by Shapiro-Wilk test ($p > .05$); and

variances were homogeneous, as assessed by Levene's test of homogeneity of ($p > .05$);

the students' grammar mastery was statistically significantly different for different teaching techniques, $F(2,78) = 3.242, p < 0.05$.

IMPLICATIONS

- Learning activities → providing students opportunities to enhance and adjust their language learning;
- Material development → designing interesting and relevant materials to boost language mastery, specifically grammar mastery;
- Teaching Techniques → be selective and fit the students' preferences and or needs
- Digital Literacy optimized in language learning (up-to-date learning environment – virtual mode learning)
- Further researches on grammar, EFL and related subjects.

Creativity, collaboration, communication, creative thinking are accommodated in EFL learning and teaching → the long-life learning exists



Terima Kasih
THANK YOU

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