



The Use of Mistake Buster Technique Through Quizalize in Improving Student Grammar Mastery of Eighth-Grade Students of State Islamic Junior High School

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Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-08-08 Keywords: Mistake Buster Technique; Quizalize; Simple Past Tense; grammar mastery; gamified learning DOI: 10.24256/ideas.v14i1.12195 Corresponding Author: Sella Ananda Giovany sellaagiovanynr@students.unn es.ac.id English Education, Universitas Negeri Semarang, Semarang, Jawa tengah	<i>Although there is increasing evidence that the Mistake Buster method improves grammar learning and that gamified quiz platforms boost student motivation, these two areas of research have seldom been combined into a cohesive, theory-based intervention, especially for instructing Simple Past Tense in Indonesian madrasah environments. This research tackles the existing gap by investigating the Mistake Buster method implemented via Quizalize as a cohesive intervention, rather than considering pedagogy and technology as distinct factors, to enhance eighth-grade students' proficiency in the Simple Past Tense at State Islamic Junior High School. Anchored on Bruner (1966) discovery learning and Ellis (2015) focus-on-form methodology, the research employed an embedded mixed-methods framework (n = 32, purposive sampling) that integrated a one-group pretest-posttest design with classroom observations, surveys, and educator interviews over six sessions. The method was executed with meticulous adherence to Huynh (2003) six-step protocol, and students indicated heightened motivation, less anxiety, and enhanced collaboration. Proficiency in grammar saw a notable enhancement, reflected by an average increase of 12.81 points (p = 0.0081, Cohen's d = 0.47, indicating a medium effect), particularly among students who initially exhibited low performance; however, challenges persisted in differentiating between "was/were" and "did not + V1" structures. These results establish the integrated Mistake Buster-Quizalize</i>

method as an empirically validated, theoretically sound model for technology-enhanced grammar teaching, providing a reproducible framework for merging error-focused pedagogy with gamified formative evaluation in EFL settings.

1. Introduction

Proficiency in English is an essential criterion for engaging with global education, scientific progress, and professional prospects in the 21st century (Hustiana et al., 2025). Despite English being a mandatory subject starting from junior secondary education in Indonesia, this obligation has not resulted in significant national achievements, as evidenced by the 2025 EF English Proficiency Index, which placed Indonesia 80th out of 123 evaluated nations. Grammar, especially tense marking, is consistently seen as a significant challenge: students often immediately transpose Indonesian sentence constructions into English, resulting in frequent mistakes such not differentiating between the Simple Past Tense and the present tense.

Accurate grammatical control serves as a crucial indicator of competency according to the Common European Framework of Reference for Languages (Council of Europe, 2001), making it not just a classroom issue but a quantifiable obstacle to comprehensive English competence. The Mistake Buster method, introduced by Huynh (2003), addresses this issue by having educators intentionally incorporate grammatical inaccuracies into teaching resources, with students serving as "mistake busters" tasked with identifying and rectifying them. Its theoretical foundation is based on two complementing elements instead of a singular mechanism. **Bruner (1966)** cognitive development theory posits that learners more effectively store and reorganise knowledge when they actively test hypotheses instead of passively absorbing rules, thus transforming the teacher's function from a mere transmitter to a supportive scaffold.

Ellis (2015) focus-on-form methodology posits that acquisition is enhanced when learners concentrate on a grammatical structure within the context of meaningful communicative tasks, rather than thru isolated rule exposition (focus-on-forms) or unstructured fluency exercises (focus-on-meaning). The two theories are interconnected in the Mistake Buster design: since every mistake is embedded within a significant sentence instead of being displayed as a standalone rule, learners must initially recognise the anomaly (the condition Ellis deems essential for form acquisition), and they achieve this recognition thru the same proactive, self-guided exploration and experimentation that Bruner highlights as the process of lasting learning.

Bruner elucidates the reasons an error-detection activity fosters more enduring learning compared to rule exposition, whereas Ellis delineates the specific aspects that learners must recognise for the knowledge to translate into grammatical precision. They together support the notion of prioritising intentional

error correction over passive drilling as the fundamental educational focus of this research.

Two lines of inquiry intersect in this work, although they have not yet been integrated. The initial path pertains to the Mistake Buster methodology. A considerable amount of research substantiates its efficacy for grammar teaching overall (Hanifa & Tiarina, 2013; Syam, 2017) and for the Simple Past Tense in particular among junior-secondary and MTs-level students (Amtiran et al., 2016; Nugroho et al., 2025). When examined collectively, these studies exhibit a methodological limitation rather than a series of independent validations: almost all utilise low-tech methods such as paper, whiteboards, or traditional oral drilling, which restricts the diagnostic precision, promptness of feedback, and motivational support that the technique can provide, irrespective of the efficacy of the underlying pedagogy.

The second pathway pertains to gamified formative assessment tools. Quizalize is regarded by students as user-friendly and efficient for formative assessment (Onasanya, Otemuyiwa, & Onasanya, 2020), and comparative analyses of Kahoot!, Quizizz, and Wordwall indicate that gamified quizzes can enhance educational results and diminish the stress linked to traditional examinations (Ibad et al., 2023; Navinkumar & Sivakami, 2024; Pham et al., 2025). Analysing this literature critically instead of sequentially uncovers a common shortcoming: gamification studies regard the platform merely as a neutral medium for various content such as vocabulary exercises, comprehension assessments, and general reviews, rather than as a construct intentionally designed around a specific, theory-based error-correction teaching methodology.

Numerous investigations warn that gamified platforms rely on robust infrastructure and educators' digital proficiency, making their advantages contingent upon deliberate integration rather than being inherent (Araújo & Carvalho, 2022; Muruga & Jamaludin, 2025; Zeng, 2024). The limits outlined in the Mistake Buster literature are reciprocal: educational research has remained low-tech, while technological research has remained pedagogically unspecific. Neither approach has examined the implications of employing a discovery-based error-correction mechanism as the foundational basis for the content of a gamified platform, rather than only an auxiliary feature.

Quizalize was chosen over more prevalent platforms like Kahoot! and Quizizz due to its particular suitability. Kahoot!'s structure incentivises rapid responses in a collective, time-constrained session, favouring vocabulary or factual recollection but hindering an error-analysis assignment that necessitates students to read complete sentences, evaluate which component is erroneous, and rationalise the remedy. Quizizz alleviates the stress of timing and facilitates individualised, self-directed gameplay; but, similar to Kahoot!, its statistics focus on scores and completion rates rather than monitoring the particular concepts a student consistently misapplies. In contrast, Quizalize is designed with mastery analytics

for each student and automatically allocates tailored follow-up materials related to the ideas that a student has yet to learn. The Mistake Buster technique requires a diagnostic function that identifies whether a student can detect particular Simple Past Tense errors (e.g., omitting "did not," misusing "was/were"), enabling a system that monitors and addresses these errors rather than merely providing a final score, thereby allowing pedagogy and technology to mutually enhance one another rather than function independently.

Collectively, these two paths indicate a distinct yet overlooked opportunity instead of two isolated issues requiring independent resolution. The Mistake Buster method has consistently demonstrated its effectiveness in enhancing grammar proficiency, particularly in mastering the Simple Past Tense, however it has seldom been implemented via a specialised, real-time diagnostic system. Gamified platforms like Quizalize have demonstrated an enhancement in motivation and facilitate diversified formative assessment, however they are never intentionally designed with a specific, theory-based error-correction approach in mind. Empirical research that systematically combines the Mistake Buster technique with Quizalize, viewing the duo as a unified intervention instead of assessing pedagogy and platform independently, is scarce, and this integrated method has yet to be explored among junior-secondary students in an Indonesian madrasah context like State Islamic Junior High School, where initial observations have indicated ongoing challenges with the Simple Past Tense and a predominantly teacher-centered instructional approach.

To address this gap, the current research combined the Mistake Buster method with Quizalize and analysed its use among eighth-grade pupils at State Islamic Junior High School. Three investigative enquiries directed the research: (1) the implementation of the Mistake Buster approach via Quizalize in this setting; (2) the students' experiences of grammar acquisition thru this method; and (3) the extent to which the technique enhanced students' proficiency in the Simple Past Tense. Consequently, the research sought to elucidate the application of the technique, detail students' educational experiences, and clarify its impact on grammar proficiency.

The originality of this research resides not in each element individually, but in their intentional amalgamation: Quizalize serves as the evaluative and inspirational mechanism for the Error. The Buster technique is utilised instead of a conventional quiz tool, providing the platform with a theoretically sound organisational framework rather than random content — this relationship is analysed thru an integrated mixed-methods approach that simultaneously assesses implementation fidelity, student experience, and quantifiable learning results.

In theory, the research expands upon Error Analysis Theory and the Affective Filter Hypothesis by demonstrating that active, technology-facilitated error repair can concurrently reorganise learners' interlanguage comprehension and diminish the distress typically linked to grammar correction. From an educational

perspective, it provides educators with a reproducible, practically applicable framework for transforming current school ICT assets into a diagnostic, learner-focused grammar instrument that serves as a tangible, empirically validated model for technology-enhanced grammar teaching in EFL and madrasah environments at large.

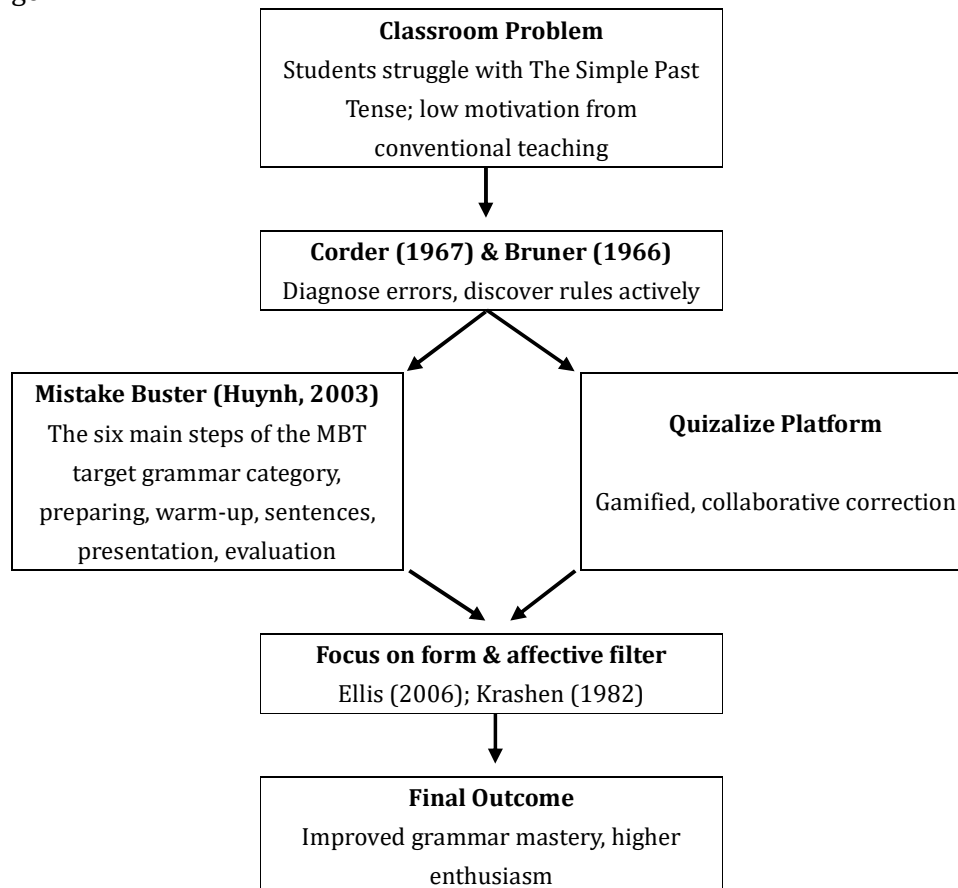


Figure 1 Conceptual Framework of the Study

2. Method

This study utilised a comprehensive mixed-methods approach (Creswell & Plano Clark, 2018), integrating qualitative classroom observations inside a Pre-Experimental One-Group Pretest-Posttest design. A one-group design was used instead of a quasi-experimental design with a comparative class for two specific, site-related considerations beyond mere convenience. Initially, the eighth grade at State Islamic Junior High School comprised a predetermined arrangement of parallel classes adhering to a unified curriculum timetable under the same subject instructor; excluding the intervention from a comparable control class would necessitate either postponing that class's grammar lessons or incorporating an additional teacher, neither of which the institution's academic calendar could facilitate within one semester. Secondly, the cohort chosen for this research had previously been recognised, via initial observation and the educator's evaluation,

as possessing a notably inferior command of the Simple Past Tense compared to its equivalent classes; employing an alternative class as a "control" would consequently have juxtaposed dissimilar groups at the outset, weakening rather than enhancing causal inference.

This decision is not seen as devoid of expense. A one-group pretest–posttest design is susceptible to internal validity threats that a control group would typically mitigate, primarily maturation (students' grammar enhancement merely due to ongoing exposure to English throughout the semester, irrespective of the intervention) and testing effects (acquaintance with the test format artificially elevating posttest scores). Two design elements were implemented to mitigate, albeit not eradicate, these risks: the treatment duration was limited (four sessions over two weeks), thereby constraining the timeframe in which maturation could feasibly explain a 12.81-point increase; and qualitative observations and interview data were employed to validate that the particular improvements aligned with the specific material covered in each session (e.g., accuracy on was/were improved solely after that construction was explicitly addressed), which a maturation-only explanation would fail to anticipate. The remaining constraint that causality cannot be assigned to the treatment with the same assurance as a randomised or quasi-experimental design permits is explicitly discussed in the Discussion section.

The sample for this study comprised all eighth-grade students of State Islamic Junior High School, the only state-run Islamic junior high school in the city. This location was selected due to its institutional representation within the local madrasah system and its possession of the requisite ICT infrastructure to implement Quizalize. A group of 32 eighth-grade kids was selected as the research sample from this community thru purposive sampling, based on preliminary observations and the approval of the cooperating English teacher.

This class was selected because of its notable and persistent difficulties in grasping the Simple Past Tense relative to other eighth-grade classes, making it the ideal candidate for a focused intervention to address this structural shortcoming. Before the data gathering commenced, written consent to carry out the study was secured from the principal of State Islamic Junior High School, thru an official research authorisation letter dated July 13, 2026. Consent was secured from the students themselves before the pretest session; participants were apprised of the study's objectives, the voluntary aspect of their involvement, their entitlement to withdraw at any point without academic repercussions, and the confidentiality measures regarding their data.

Data were gathered during six meetings, comprising a pretest session, four treatment sessions (Meetings 2–5), and a posttest session. During the treatment sessions, the instructor employed the Mistake Buster technique thru Quizalize, following a six-step procedure: choosing the grammar category, creating and integrating deliberate errors, performing a warm-up, showcasing both brief and extended sentences, executing contextualised corrections, and finishing with an assessment (Huynh, 2003). During these sessions, the instructional focus

transitioned from positive and negative phrase formations to storytelling and narrative compositions, illustrating the increasing complexity embedded in the technique's systematic methodology. The researcher performed classroom observation as a non-participant observer, positioned at the rear of the classroom and refraining from interfering with instruction for all four treatment sessions. The observation adhered to a systematic protocol: the Classroom Observation Sheet's checklist was filled out in real time corresponding to each of Huynh's (2003) six implementation steps, while open field notes documented contextual nuances (student responses, peer interaction trends, technical interruptions, and teacher adaptations) either during or within 40 minutes post-session to reduce memory decay.

Four tools were developed to collect data relevant to the study's three research questions. Initially, the aforementioned Classroom Observation Sheet recorded the adherence to implementation and the behavioural reactions of students. Secondly, a 15-item questionnaire utilising a four-point Likert scale was developed to assess students' intrinsic motivation, perceived use of the technique, anxiety in foreign language classrooms, and peer engagement during team activities in Quizalize. A semi-structured interview guide was developed for the collaborating English educator and utilised after the treatment to get a professional pedagogical evaluation of the technique's execution and feasibility.

A pretest and posttest including 20 items (15 multiple-choice and 5 short-answer) was developed to evaluate mastery of the Simple Past Tense, featuring items situated within recount and narrative contexts that correspond to the instructional material. All instruments were created in accordance with the theoretical framework presented in the Introduction.

The grammar test's content validity was confirmed thru expert evaluation before the pilot phase: English education instructors and the cooperating teacher assessed the instrument against the eighth-grade Simple Past Tense curriculum standards, leading to revisions based on their insights. The survey and the grammar assessment were trialled with a demographically comparable but non-involved class ($n = 32$) to determine internal consistency reliability via Cronbach's Alpha. The survey produced $\alpha = 0.0081$, and the linguistic assessment also produced $\alpha = 0.0081$, both beyond the traditionally recognised threshold of .60 (Gliem & Gliem, 2003).

Quantitative data were analysed descriptively using the mean, median, and standard deviation of pretest and posttest scores, and inferentially by a paired-sample t-test to evaluate the statistical significance of the improvement from pretest to posttest. Statistical significance by itself does not reflect the effect size; therefore, Cohen's d was computed from the mean and standard deviation of the paired difference scores (Cohen's d_z) to measure the extent of improvement, evaluated against Cohen's (1988) established thresholds (0.2 = small, 0.5 = medium, 0.8 = large). Qualitative data were analysed utilising the interactive

framework established by Miles, Huberman, and Saldaña (2014), which includes data condensation, data presentation, and conclusion formulation/validation. To enhance the reliability of the results, data from observations, surveys, and interviews were triangulated (Creswell & Poth, 2018), allowing the researcher to validate trends detected across several data sources.

3. Result

This segment delineates the empirical results of the study, structured according to the three research enquiries that directed the investigation: the application of the Mistake Buster technique via Quizalize, students' perceptions of the technique, and its impact on mastery of the Simple Past Tense. State Islamic Junior High School employs the Kurikulum Merdeka alongside the Kurikulum Berbasis Cinta (KBC), a character-focused paradigm for madrasah. Before the intervention, English teaching in the designated class was largely instructor-focused, with grammar presented via direct exposition and repetitive practice.

Implementation of the Technique

During the four treatment sessions, the teacher applied Huynh's (2003) six-step Mistake Buster protocol via Quizalize, moving from affirmative forms (Session 2) to negative forms (Session 3), a comparative review of present and past tense forms (Session 4), and error evaluation within narrative texts (Session 5). Table 1 provides a concise overview of implementation fidelity over the four sessions.

Meeting	Grammar Focus	Six-step protocol completed	Quizalize accuracy	Notable observation
Meeting 2 (Treatment 1)	Affirmative constructions	6/6 steps	90% (2 errors/20)	Internet failure; resolved via projector and team delegates
Meeting 3 (Treatment 2)	Negative constructions	6/6 steps	80% (4 errors/20)	Regular collaborative group activity
Meeting 4 (Treatment 3)	Contrastive review (present vs. past)	6/6 steps	90% (2 errors/20)	Targeted teacher input on was/were and did not + V1
Meeting 5 (Treatment 4)	Narrative-text error analysis	6/6 steps	95% (1 error/20)	Targeted teacher input on was/were and did not + V1

Table 1. Implementation fidelity across treatment sessions

In general, the Quizalize performance metrics for each session indicated a maximum of 1–4 errors out of 20 questions per group, reflecting an in-session accuracy of 80–90%. The observation noted ongoing cooperative group

engagement alongside one technical interruption: during Meeting 2, a local power failure hindered internet connectivity, prompting the teacher to utilise the classroom projector for Quizalize, with group representatives responding on behalf of their teams. Feedback segments throughout the sessions revealed a uniform trend in the instructor's specific corrections: the educator consistently elucidated the distinction between was and were for singular and plural subjects and reiterated the did not + V1 rule during the feedback portion of each session, supporting the diagnostic role that Huynh (2003) associates with the evaluation phase of the technique.

Students' Experience

The survey indicated robust consensus across all four aspects (Table 2). Issue 6, which emphasised the distinction between was/were and did not, was the sole issue to garner Strongly Disagree answers (81.3% agreement). The educator's interview produced uniform results, characterising student involvement as "remarkably enthusiastic" and remembering a student who independently navigated a did not + V1 correction.

Table 2 Questionnaire Results by Dimension

Dimension	Agreement (%)
Intrinsic Motivation	83.6%
Perceived Usefulness	89.1%
Foreign Language Classroom Anxiety	88.6%
Peer Dynamics	98.5%

Students' Experience

According to Table 3, the average score rose from 65.50 (pre-test) to 78.31 (post-test), reflecting an improvement of 12.81 points, while the standard deviation diminished from 27.71 to 11.92. The percentage of students classified as Fail (<55) decreased from 31.3% to 3.1%, although three students attained the Expert band (96–100) on the post-test, a group not represented in the pre-test. A Paired Sample T-Test validated that the enhancement was statistically significant, $p = 0.0081$ ($p < 0.05$).

Table 3 Descriptive Statistics of Pre-test and Post-test Scores

Statistic	Pre-test	Post-test
Mean	65.50	78.31
Median	78.50	81.00
Standard Deviation	27.71	11.92
Minimum	0	51
Maximum	91	100

Grammar Mastery

The reduction in standard deviation: the SD decreased from 27.71 to 11.92 due to the intervention's benefits being disproportionately allocated, favouring initially low-achieving students, while high-achieving students exhibited minimal change or slight decline. Consequently, the broad pre-test score distribution (ranging from 0 to 91) became compressed toward the post-test average, as the lowest performers improved significantly while the highest performers remained relatively stable, indicating a convergence rather than a uniform upward shift. This phenomenon is also reflected in the alterations observed in the Fail-band and Expert-band, illustrating that the class became more uniform primarily because the intervention narrowed the gap at the lower end rather than elevating all students uniformly.

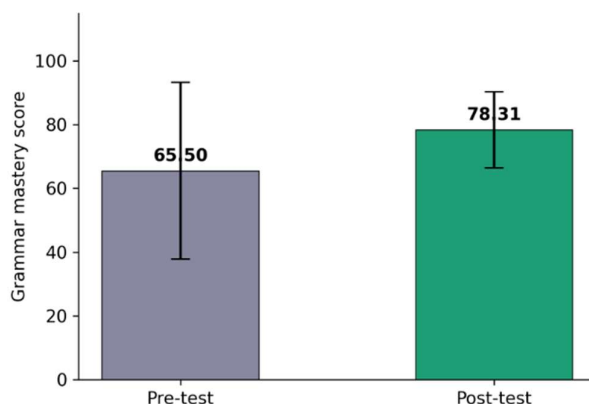


Figure 2 Mean Simple Past Tense Score = pre-test vs post-test (SD)

4. Discussion

This segment analyses the study's results concerning the theoretical framework and previous empirical investigations presented earlier in this article, structured around the three research enquiries, and concludes with a discourse on the study's design constraints and its educational ramifications.

Discussion of the First Research Question

Consistent adherence to Huynh's (2003) six-step methodology over all four sessions demonstrates that the method effectively transitioned from theoretical framework to practical application in the classroom. The organised presentation of clear rules, accompanied by directed error identification, aligns with Bruner's (1966) assertion that discovery learning thrives within a structured framework rather than thru unassisted exploration, while the teacher's ongoing, focused feedback on was/were and did not + V1 exemplifies Ellis's (2006) focus-on-form principle: the feedback consistently highlighted particular forms instead of simply indicating correct or incorrect responses, serving as the diagnostic tool described by Huynh (2003). The method's robustness against technical disruptions, achieved

by transitioning to a projector-and-team-delegate model, reinforces its practical applicability in actual classroom environments, building upon earlier junior-secondary research (Hanifa & Tiarina, 2013; Maezida, 2013) in contexts with sporadic technological limitations.

Discussion of the Second Research Question

The consistently positive survey outcomes in all four areas correspond with Syam's (2017) conclusions on the technique's ability to enhance confidence and with research indicating that Quizalize's gamified format alleviates classroom dullness (Miati et al., 2023). These emotional results align with Krashen's (1982) Affective Filter Hypothesis and are independently validated by the teacher's report of increased engagement, reflecting a synthesis across three data sources (questionnaire, interview, observation) that enhances confidence in the conclusion beyond the support of any individual tool.

This outcome should, therefore, be interpreted within a broader body of research where the emotional and motivational advantages of gamification are not universally applicable. Reynolds et al. (2021) discovered that gamification enhanced student motivation, yet did not yield a proportional increase in vocabulary acquisition, indicating that motivation and quantifiable results do not consistently align. Buckley and Doyle (2014) and Chen et al. (2022) indicated that competitive gamified formats may elevate anxiety and hinder communication for certain learners instead of alleviating it, while a recent mixed-methods investigation of gamified CALL environments revealed that the benefits associated with positive psychology (motivation, enjoyment, diminished anxiety) reached a plateau following initial exposure and did not directly correlate with grammar test outcomes (ScienceDirect, 2024).

A 2025 systematic evaluation of game-based EFL grammar instruction similarly warns that disparities in digital literacy, access to infrastructure, and the emotional strain caused by competitive gaming components may undermine the advantages of gamification if not meticulously addressed (JEELL, 2025). In light of this research, the consistently favourable outcomes of the current study can likely be ascribed to particular design decisions rather than to gamification itself: Quizalize's collaborative, mastery-focused structure (as opposed to solo, speed-based competition) and the Mistake The Buster technique's non-threatening approach of "busting" a teacher's intentional mistake, instead of revealing a student's fault, counters the competitive, exposure-oriented dynamics that the aforementioned less favourable research attribute to anxiety. This indicates that the emotional advantage noted here is dependent on design rather than being an inherent characteristic of gamified instruments, a notion with immediate educational consequences elaborated on further below.

The broader realm of technology-enhanced grammar assistance has evolved from fixed gamified quizzes to AI-driven resources, including grammar-

centric chatbots and automated writing correction platforms like Grammarly, which offer immediate, personalised error feedback and are linked to diminished anxiety and heightened learner independence (e.g., recent evaluations of AI chatbots in second language education).

In conjunction with the current results, this indicates a common foundational mechanism between gamified platforms and AI-assisted tools: the critical factor for grammar learning and emotional response is not the particular technology, but rather the provision of frequent, low-stakes, form-focused feedback associated with a distinct diagnostic pedagogy. Quizalize was introduced in conjunction with Mistake Buster, and a prospective study could directly evaluate gamified error detection vs AI chatbot-assisted error rectification on identical grammatical objectives.

Discussion of the Third Research Question

The statistically substantial enhancement ($p = 0.0081$) offers empirical validation for the theoretical assertion that engaged, error-centric practice yields quantifiable improvements in grammatical precision (Bruner, 1966; Ellis, 2015). The enhancement reflects a medium effect size (Cohen's $d \approx 0.47$), which is less than that documented by Fitriyani (2018), yet accomplished within a briefer treatment duration, aligning with Maezida's (2013) results of significant Simple Past Tense improvements among eighth-grade MTs students utilising the identical method.

The decrease in standard deviation (from 27.71 to 11.92) coupled with the concentration of significant gains among initially low-performing students suggests that the method was especially successful in reducing the performance disparity within the class, rather than merely enhancing the scores of already high-achieving students; a limited number of high pretest scorers exhibited minimal change or a slight decrease, likely due to a ceiling effect or the increased structural intricacy of the posttest's paragraph-level narrative format rather than any actual decline in capability.

The ongoing challenges with was/were and did not + V1, despite a notable overall improvement, do not contradict the technique's efficacy; rather, they align with predictions from interlanguage and acquisition theory regarding this particular error type. Two characteristics render these structures exceptionally resilient to a four-session intervention. Initially, both can be described as susceptible to fossilisation, as per Selinker (1972): frequent, communicatively "low-cost" inaccuracies (a listener seldom misinterprets "he don't went" or "she were") that offer learners minimal impetus for self-correction, in contrast to errors that lead to complete communication failure. Secondly, Ellis's (2006) focus-on-form theory posits that while recognising a form is essential, it alone does not guarantee lasting mastery (refer to Schmidt's, 1990, noticing hypothesis); noticing triggers a reorganisation of the learner's interlanguage framework, yet this reorganisation generally necessitates multiple exposures in diverse contexts over

a duration exceeding four sessions. The use of *was/were* necessitates that learners monitor grammatical number and person on a copula that, in contrast to the standard "-ed" pattern previously instructed, lacks a singular, easily memorised rule, whereas *did not + V1* demands the inhibition of the tendency to inflect the main verb, a mistake pattern extensively recorded as a late-acquired characteristic even in authentic L2 English learning. Collectively, these results indicate that the Mistake Buster–Quizalize pairing is adept at rendering errors apparent and identifiable in real time; however, achieving lasting proficiency in these two particular constructs probably necessitates either an extended intervention or spaced, distributed reinforcement beyond the four sessions conducted here, presenting a specific design recommendation rather than a broad caution regarding the technique's efficacy.

This research employed a one-group pretest-posttest design instead of a randomised or quasi-experimental design with a control group, thus the reported pretest-posttest gain should be viewed as indicative of improvement during the intervention period, rather than as conclusive evidence that the Mistake Buster–Quizalize technique was the exclusive cause. As indicated in the Method section, maturation (ongoing English exposure throughout the semester) and testing effects (acquaintance with the test format) are still viable alternative hypotheses that a control group would have more explicitly eliminated. The alignment of quantifiable benefits with qualitative proof indicating that particular enhancements corresponded to specific session material, coupled with the brief four-session timeframe, renders a solely maturation-based explanation improbable, but it does not entirely exclude it. Consequently, readers ought to regard the causal assertion in this research as tentatively substantiated rather than conclusively verified, and subsequent replications employing a quasi-experimental framework with a comparable control group would significantly enhance the causal inference that this study may merely imply.

In addition to validating the technique's effectiveness, these results suggest broader implications for the structuring of grammar education and teacher training in secondary EFL environments. Initially, the emotional advantages noted seem linked to particular design decisions favouring team-oriented competition over individual rankings, and the attribution of error ownership to the instructor instead of highlighting individual student errors; thus, teacher training on gamified pedagogy should focus on the optimal configuration of these tools rather than merely their adoption, as the reviewed literature indicates that inadequately designed gamified activities can just as readily heighten anxiety as alleviate it. Secondly, the consistent occurrence of *was/were* and *did not + V1* errors indicates that a singular method, no matter how efficacious, is improbable to be adequate by itself for structures at high risk of fossilisation; educational institutions may consider integrating Mistake Buster–Quizalize as one element within a protracted, spaced-practice regimen, for example, revisiting these two constructions briefly in

later units instead of regarding the four-session block as a self-contained unit. Third, effective execution relied on the educator's ease with improvisation during a technological malfunction (Meeting 2); this highlights a significant professional development requirement not only in utilising platforms such as Quizalize, but also in preserving a lesson's pedagogical framework when the supporting technology experiences temporary disruptions, a scenario that frequently occurs in under-resourced madrasah environments rather than being an isolated incident.

5. Conclusion

This study investigated the application, student engagement, and efficacy of the Mistake Buster method administered via Quizalize in enhancing eighth-grade learners' proficiency in the Simple Past Tense at State Islamic Junior High School. The method was executed with great accuracy according to Huynh's (2003) six-step methodology, and students found it to be engaging, low-stress, and cooperative, with peer interactions receiving the highest consensus among all evaluated aspects. The intervention yielded a statistically significant enhancement in grammar proficiency ($p = 0.0081$; Cohen's $d \approx 0.47$, indicating a medium effect), particularly among children with the lowest initial scores. Collectively, these findings endorse Bruner's (1966) discovery learning and Ellis's (2006) focus-on-form methodology as synergistic rationales for how intentional, discovery-oriented error correction facilitated by a platform that monitors and distinguishes individual proficiency can transform grammar teaching from mere rote memorisation into an engaging process of awareness and self-correction.

Simultaneously, the ongoing occurrence of errors related to was/were agreement and the did not + V1 structure suggests that even an effectively executed method cannot entirely eliminate ingrained grammatical challenges without continuous, focused support beyond a solitary four-session program. The favourable reception of the technique should not be interpreted as proof of gamification's intrinsic advantages; existing literature indicates varied, and occasionally adverse, emotional outcomes for competitive, individually ranked gamified systems, implying that the positive results noted here are more likely due to particular design elements, such as a team-oriented framework and instructor-related mistakes, rather than gamification itself.

These results necessitate careful interpretation due to methodological considerations: the research was performed at a singular institution, involved a limited sample size and brief treatment duration, and employed a one-group pretest–posttest framework without a control group, thus the observed improvement should be regarded as indicative of progress during the intervention rather than conclusive evidence of causation by the technique alone. The results thus provide substantial backing for the implementation of Mistake Buster thru Quizalize as a move toward more student-focused, low-stress grammar teaching, however should not be extrapolated beyond similar junior-secondary environments without additional verification thru more stringent methodologies.

In light of these discoveries, a number of suggestions arise from these results. Educators implementing the Mistake Buster method thru Quizalize should complement it with concentrated, spaced reinforcement targeting recurring grammatical structures like was/were and did not + V1, instead of considering a solitary instructional session adequate; institutional professional development must encompass not only the operation of gamified platforms but also their configuration, prioritising team-oriented formats over individual rankings to preserve their anxiety-alleviating benefits.

Future investigations ought to broaden this methodology to encompass grammatical constructs beyond the Simple Past Tense, implement quasi-experimental frameworks with a comparable control group to more reliably distinguish the technique's impact from maturation or other classroom variables, and utilise larger, more heterogeneous samples across various schools or proficiency tiers to enhance the generalisability of these results.

Longitudinal studies that include postponed post-tests would elucidate whether improvements in grammatical proficiency, especially in the two consistently challenging constructions highlighted here, are maintained over time. This research presents an empirically validated, theoretically informed framework for merging discovery-oriented error correction with gamified formative assessment, providing a practical model for technology-enhanced grammar teaching in resource-constrained madrasah environments, and establishing a basis for future enquiries that consider pedagogy and technology as a cohesive, intentionally crafted intervention rather than distinct elements.

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