INCREASING STUDENTS' PRESENT TENSE
THROUGH DEDUCTIVE APPROACH OF THE THIRD YEARS
AT MTS NEGERI 2 JENEPONTO
QUASY-EXPERIMENT

A THESIS

Submitted to the Faculty of Teachers Training and Education Makassar Muhammadiyah University in Partial Fulfilment of the Requirement for Degree of Education in English Department

RISNANDAR
1-5355719 13

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
2018

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
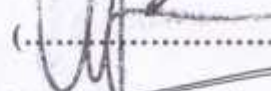## PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **RISNANDAR**, NIM **10535 5719 13** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **055 Tahun 1439 H/2018 M**, tanggal 20 Ramadhan 1439 H / 05 Juni 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Kamis tanggal 07 Juni 2018.

Makassar, 22 Ramadhan 1439 H
07 Juni 2018 M

Panitia Ujian :

1. Pengawas Umum : Dr. H. Abdul Rahman Rahim, S.E., M.M. (.............................)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (.............................)

3. Sekretaris : Dr. Baharullah, M.Pd. (.............................)

4. Dosen Penguji : 1. Nur Qalby, S.S., M.Hum. (.............................)

   2. Muh. Arief Muhsin, S.Pd., M.Pd. (.............................)

   3. Andi Asri Jumiaty, S.Pd., M.Pd. (.............................)

   4. Dr. H. Muh. Arief Paturusi, M.Pd. (.............................)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM : 860 934

ii

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APPROVAL SHEET

Title : **Increasing Students' Present Tense through Deductive Approach at the Third Year Students of MTs Negeri 2 Jeneponto**

Name : **RISNANDAR**

Reg. Number : 10535 7719 13

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar,   Juni 2018

Approved by

Consultant I

Dr. H. Muh. Arief Paturusi, M.Pd.

Consultant II

Dra. Radiah Hamid, M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D.
NBM: 860 934

Head of English
Education Department

Ummi Khaerati Syam, S.Pd., M.Pd.
NBM : 977 807

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Consultant II

Dra. Radiah Hamid, M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

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NBM : 860 934

Head of English
Education Department

Ummi Khaerati Syam, S.Pd., M.Pd.
NBM : 977 807

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COUNSELLING SHEET

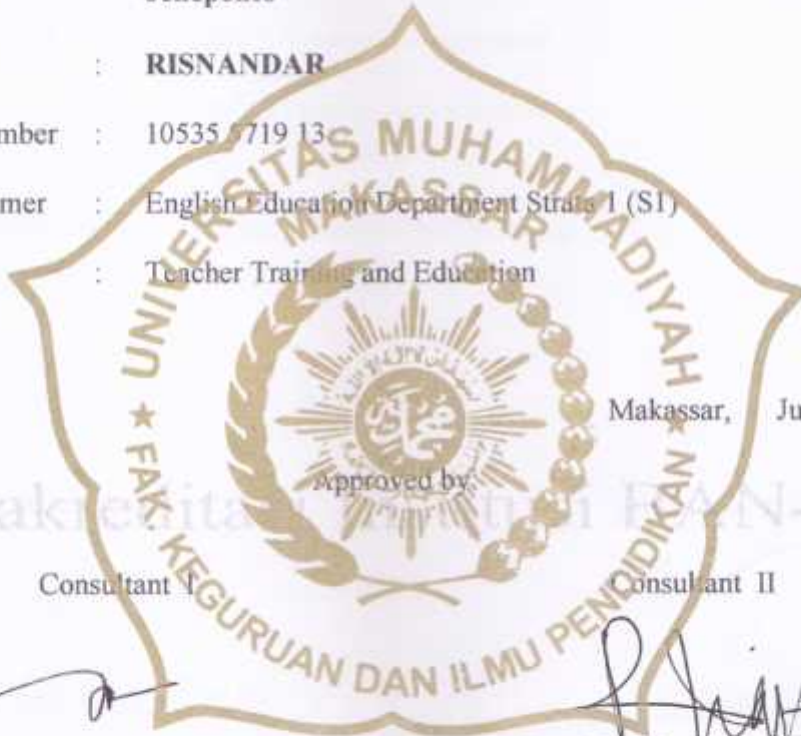|		
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Reg. Number	:	**10535 5719 13**
Department		**English Education**
Title	:	**Increasing Students' Present Tense through Deductive Approach of the Third Year Students at MTs Negeri 2 Jeneponto**
Consultant I	:	**Dr. H. M. Arif Paturusi, M.Pd.**

Day/ Date	Chapter	Note	Signature
24/4/2018	I	Problem Statement	
25/4/2018	IV	Table : present	
26/4/2018		tense	
		Appendix	
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Makassar, April 2018
Approved by:
Head of English Education Department

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

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PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259/Mak
Telp : 0411-866017/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : www.fkip.unismuh.ac.id

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Title	:	**Increasing Students' Present Tense through Deductive Approach of the Third Years Students at MTs Negeri 2 Jeneponto**
Consultant II	:	**Dra. Radiah, M.Pd.**

Day/ Date	Chapter	Note	Signature

2 May, 2018		- No abstract
		- No acknowledgment
		- No bibliography
		- Kenapa berubah judulnya?
		- No title page!
		- Only 1 lesson plans & has different method
		- Revise :
		  • Discussion
		  • Conclusion
		  • Suggestion
		- Some Correction	

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Approved by:
Head of English Education Department

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

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Jalan Sultan Alauddin No. 259Makassar
Telp   : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web   : www.fkip.unismuh.ac.id

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PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259Makassar
Telp   : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web   : www.fkip.unismuh.ac.id

بســــــم اللـه الرحمن الرحيــــم

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini :

Nama   :   **Risnandar**

NIM   :   **10535 5719 13**

Jurusan   :   **Pendidikan Bahasa Inggris**

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Motto:

"Always be yourself no matter what they say *and never be anymore else even if they look* better than you"

"Learn from the past, live for today, and plan for tomorrow"

"Telling the truth is a simple way to have a peaceful of life"

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

In the name of Allah, most gracious, most merciful

All praise is to Allah SWT, Lord of the world, who has owed strength and health upon the writer to finishing this thesis. Shalawat and salam are addressed to ourprophet Muhammad SAW, his family, companions, and all his followers.

In preparing this thesis, the writer found many problems that could not be solved by the writer hisself. The writer realized that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore, the writer would like to express his appreciation and sincere thanks to:

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Finally, the writer realized that this thesis is still far from perfection and still needs suggestion and critics. Thus, improvement from this thesis as strongly needed.

Makassar,   2018

The Writer

IRWANSYAH

ABSTRACT

Risnandar. 2018.* Increasing Students' Present Tense *through Deductive Approach of the Third Year at MTs Negeri 2 Jeneponto, under the thesis of the Department of English Education, Faculty of Teacher Training and Education Education, Muhammadiyah University of Makassar, supervised by Erwin Akib and Yasser Mallapiang.

This study aims to improvet he mastery of present tense students using deductiv eapproach learning strategies. Quasy-experimental design is used in ninth grade students at MTs Negeri 2 jeneponto. Purposive sampling is applied to select samples from one pre-test and post-test class. The number of samples selected is 30 students. Data obtained through written test.

The findings show that the average scores of students in the pre-test using the deductive approach approachon multiple choice questions are 56 and increased to 67.34 in the post-test. Therefore, statistical calculations illustratet hat the use of the Deductive approach method is more effective in improving the present tense.

Design in gappropriate learning objectives that take in to consideration the needs and language levelof students can facilitatete a cherstousea deductiv eapproach in improving the present tense of students. Teachers can try to apply deductive approach methods inimproving student mastery in simple present tense teaching and on the otherh and can createan effective and interest inglearning Environment in the classroom.

Keywords: introduction to simple present tense, vocabulary Student, Content, Organization.

CHAPTER I
INTRODUCTION

A. Backround

According to D jamarah (2010) mention that "the position of the method is as a tool of extrinsic motivation, as a teaching strategy and also as a means to achieves goals". The use of methods in learning is one way to achieve a success in learning. The cleverer a teacher determines the method to be used in learning, and then the success gained in teaching is also greater. From here we can find out how important a method is in the teaching and learning process. According to Dykes (2007:5) in here book grammar for everyone mentions that the simplest understanding of grammar. According to him, "grammar is a language to talk about language" or can be interpreted is a language to learn the language.

Whereas according to Coghill, grammar of the language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. "That is, the grammar of a language is a set of rules governing the structure of the language itself. Grammar determines how words are structured to form meaningful language units grammar here is defined very clearly where grammar is defined as a set of rules to form the language in order to have meaning or understand.

The common problem faced by the students when they when to master the grammar in English is basic grammar. According to the researcher's interview to one of the students of MTs Negeri 2 Jeneponto, he said that his friend mostly do not now to differentiate when the sentence using auxiliary be and auxiliary do. They are still compused about how the right ways to construct the sentence based on the way.

In teaching English Grammar the teachers should use the appropriate approach in teaching their students. According to Tornburry (2010: 29) there are two main approaches used to teach English Grammar. The first approach is deductive approach. Its stars with the presentation of rule and followed by examples in wich the rule applied. The deductive approach derives from deductive reasoning where the concept goes from general to specific. Rules, patterns, principles are presented first and then moves to the examples. Deductive approach is also known is rule-driven teaching. The second approach is inductive approach.

From the result of my interview with one of the English teachers in class VII.A about students understanding of English lessons at school, according to him students understanding of English lessons in school is not very good, its due to lack of interest students in learning and absence habits of students in developing the material taught by the teacher. Although in the English language knowledge stage it is necessary for a student to have an interest in learning English regularly and can also develop it as a preparation to understand the English lesson itself.

By this condition, the researcher excited to conduct an experimental research enitled "**Increasing Students' Present Tense Trough Deductive Approach of thr *Third Years at MTs Negeri 2 Jeneponto***".

B. Research Problem

Based on the background above, the research problem formulated in question from:"Does deductive approach increase the students' present tense of the third year student at MTS Negeri 2 jeneponto?"

C. Research Objective

Related to the problem statement above, the research objective was to find out whether or not the use of Deductive Approach Increase the Students' Present Tense at the Third year Student of MTs Negeri 2 Jeneponto.

D. Research Significance

1. Theoretical Significant

   This research would help the English teacher to understand the effect of using Deductive Approach on teaching present tense at the Third Year Students of MTs Negeri 2 Jeneponto. Furthermore, this study also contributed to reference for teaching basic grammar to the students.

2. Practical Significance

   This research was to help the students increase their basic grammar ability especially in the applying rules of basic grammar.

E. Research Scope

The research wills focus on the teaching grammar through Deductive Approach in teaching present tense at the Third Year Students at MTs Negeri 2 Jeneponto. The present tense which the research means was the use auxiliary *be* and auxiliary *do* in the simple present.

F. Oparational Definition of Term

1. Deductive Approach

   Deductive approach is one of the ways to teach grammar which stars from giving the concept / theory, kinds, rules, and examples then end with the applying of the knowledge by giving exercises.

2. Basic Grammar

Basic grammar is the way to construct sentence by using the right rules ang right word order based on the present and past time signal in the use of auxiliary *be* and auxiliary *do* materials.

BAB II
LITERATURE REVIEW

The section present the review of related literature dealing with some related research, and some pertinent ideas.

A. Some Previous Related Research Finding

Many studies had been accomplished by the researcher related to the use of deductive approach in motivating the learner to learn English basic grammar. Some studies are as following:

Sick (2005) Tradition Modernism in grammar teaching: deductive vs. Inductive Approaches. Thesis Balinese University School of Foreign Language (2015) " found in his research that 190 students from various university and 10 lecturers on Turkey Who include on deductive teaching group seems to be more successful and more proficient in using the structures that were though in the grammar sessions. Therefore, according to the pre-test and pos-test results, it is concluded that deductive teaching works better we the adult learners when the academic success and proficiency levels are examined.

Surabiya (2015) "Teachers' belief and classroom practices and teaching grammar. Thesis. Surakarta: Sebelasmaret University,, 'Conducted a research about teachers' belief and practice in teaching grammar. The teachers of BEC belief thet grammar should be taught explicity/deductively in which teachers should analyze structures, tell the students the rules and then let them do related exercise. In addition, teachers of BEC believe that grammar is the most important component in language learning and English classes should allocate plenty of time teach grammar rules and students can learn grammar through experiencing language in natural use.

According to jeffry Coghill, grammar of the language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. "That is, the grammar of language is a set of rules governing the structure of the language itself grammar determines how words are structured to form meaningfull language units grammar here is define very clearly where grammar is defined as a set of rules to form the language in order to have meaning or be understood.

B. Some Pertinent Ideas

1. Concept of Grammar

A. Definition of Grammar

According to Richards (2005:2) grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentence in the language.

Hammer in Nunan (2005:2) argues that grammar is the way in which words change themselves and group together to make sentences. The grammar of language is what happens to words they become plural or negative, or what order is used when they we make questions or join two clauses to make one sentences.

According to Mario Rinvolucri in his grammar game book states grammar is it is one of the basic aspects which must be mastered to produce and arrange words into correct sentence as well as to encourage the students to understand English sentence in learning activity through the four skills used in communication.

According to Desnedi (2006:5) argues that grammar three meaning, it depends on how broadly the word is used. In this widest sense, syllables, patterns of stress (or tones) and intonation rules for pronunciation and work formation, word and sentence meanings, its syntax-the way words arrange into phrase, phrase into clauses, and clauses into sentences.

B. Concept of Simple present Tense

1. Definition of Simple Present Tense

According to Michel Swam (2005:448) "when we talk about permanent situation, pr about things that happen regularly or all the time (not just around now), we usually use the simple present tense".

According to Betty (2002:2) "in general, the simple present tense expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future".

Simple present tense is the one which we use when an action is happening right now, or when it happens regularly (or unceasingly, which is way it's sometimes called present indefinite). It is formed by using the root form or by adding-is or –es to the and, depending on the person. (Somber: Grammarly.com).

C. Concept of Deductive Approach

1. Definition of Deductive Approach

A deductive approach is an approach that uses logic to draw one or more conclusions based on the given set of premised. In complex deductive system, researcher can draw more than one conclusion. The deductive method is often described as taking the conclusion from something common to something special. The deductive approach is a process of reasoning that stars from a general state to a special state as a teaching approach that begins by presenting rules, general principles into specific circumstances.

C. Theoretical Framework

The theoretical framework underlying in this research was given in the following diagram:

```
   ┌─────────────────┐              ┌─────────────────────┐
   │  Present Tense  │─────────────▶│        Input        │
   └─────────────────┘              └─────────────────────┘
            │                                  │
            ▼                                  ▼
   ┌─────────────────┐              ┌─────────────────────┐
   │ Teaching by Using│────────────▶│       Process       │
   │    Deductive     │             └─────────────────────┘
   └─────────────────┘                         │
            │                                  ▼
            ▼                       ┌─────────────────────┐
   ┌─────────────────┐              │       Output        │
   │    Increasing   │─────────────▶│                     │
   │ Students' Present│             └─────────────────────┘
   │      Tense      │
   └─────────────────┘
        │        │
        ▼        ▼
  ┌──────────┐ ┌──────────┐
  │Auxiliary │ │Auxiliary │
  │   Be     │ │   Do     │
  └──────────┘ └──────────┘
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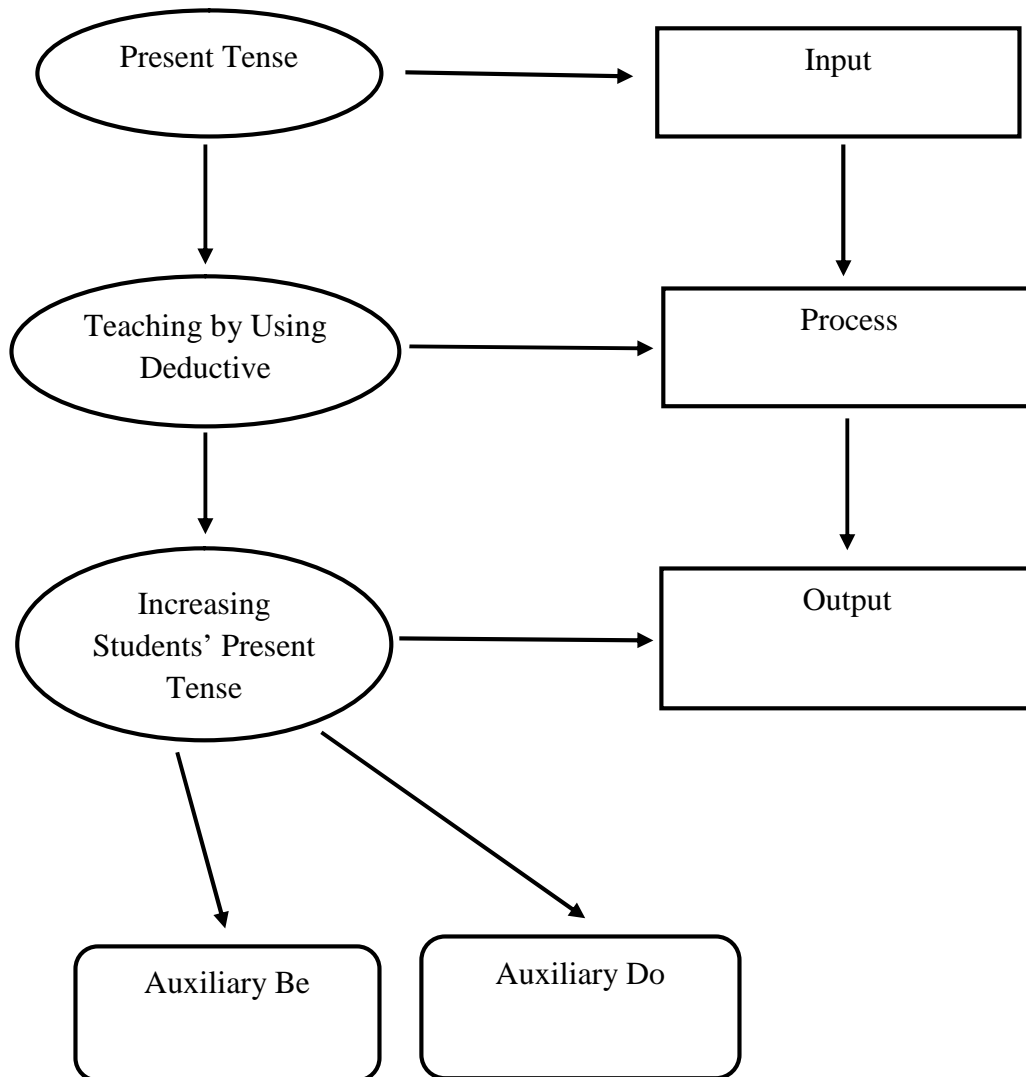
In the diagram above, the researcher delivered experimental research to find out the increase of students' mastery on basic grammar using deductive approach, one of methods for increasing students' mastery on grammar. Deductive approach was commonly used to increase ability of adult English students especially in high level of English grammar. It was one of the reasons why the researcher organized experimental research in this case because the researcher curious weather English ability of junior high school students especially in basic grammar increased or not. The kind of experimental research used was queasy experimental research.

In a queasy experimental, there was a control control. In the control group, treatment was given by researchers in particular by using a deductive approach to improve student's mastery of basic grammar. At the first meeting, the researcher gave a pre-test to the control group. At the end of the meeting, the researcher gives a post-test to see the students' improvement in basic grammar. Finally, researchers analyze the pre-test and pos-test to give conclusion weather the deductive approach improves students' basic grammar.

D. Hypothesis

H0:   The application of deductive approach did not increase the students' mastery on basic grammar at the third year students of MTS Negeri 2 JENEPONTO.

H1:   The application of deductive approach increased the students' mastery on basic grammar at the third year students of MTS Negeri 2 JENEPONTO.

BAB III

RESEARCH DESIGN

This chapter was present about the research design, research variable, population and sample and research instrument, procedure of collecting data, and technique of analysis.

A. Research Design

The type of research used in this study is queasy experimental (Sugiyono, 2011:73). This study was conducted by giving treatment to the experimental group and providing the control group as a comparison. Determination of this type of queasy experimental research on the grounds that this study in the form of educational research that uses humans as the subject of research. Humans are not the sole and are unstable. Therefore, the design variable effecting the treatment cannot be strictly controlled as desired in pure experimental type's research.

The design consists of two groups, each of which is given pre-test and post-test which is then treated by method and without using method. Basically, this nonequivalent control group is similar to the pre-test experimental design of pre-test and pos-test control groups except the random placement of subjects. The queasy experimental design of the nonequivalent control group design group can be described as follows:

Pre-test research design and pos-test control group design	Pre-test	Treatment	Pos-test
E	O1	X	O2
X	O2		O4

B. Research Participant

   1. Population

      Sugiyono (2014) said the population was the generalized composed of the object/subject that shave certain qualities and characteristic determined by the researcher to learn and then drawn the conclusion.

      The population of this research was being the third year students of MTS Negeri 2 Jeneponto 2015-2016. The population was consisting of four classes and each class was consisting of 20 students. So the population was being 80 students.

   2. Sample

      Sample was being the representative of the population. Sugiyono (2014) stated that sample is the part of the number and characteristic that was possessed by the population.

The method used by researcher in taking sample in this research was purposive sampling technique. It was the way to determine sample by certain judgment (Sugiyono: 2014).

      The researcher was chose of the registered classes of the third year students, MTS Negeri 2 Jeneponto to be the sample of the research. The number of the respondents chosen to be the sample was being 20 students each class. One class was being the experimental class in VII and the other will be the controlled class in VII. The researcher was chose both of those classes because the VII researcher's cousin class that see what have interview on the preliminary study on the background and the VII class was be the will be the some English teacher with the VII, so it was make the researcher easily to manage the class.

C. Research Variable and Indicator

The kind of variable related to research consists of independent and dependent variable. According to Arikunto (2006), independent variable was being the variable that was being expected by researcher; whereas, dependent variable was be the result that was expected through the implementation of the independent variable. The independent variable in this research was deductive approach and the dependent variable was being students' mastery on basic grammar.

D. Research Instrument

The instrument of the research will be test was be aim to measure the achievement of students on basic grammar. The test was being given through pre-test and post-test. Type of test used in this research was being multiple choices. Fill in to find the correct answer about basic grammar. The test consisted of 40 questions; 15 questions for multiple choice, 15 questions for filling in the blank and 10 questions for arranging jumble words.

The scoring criterion is:

Scale	Classification
75-85	Very Good
65-75	Good
55-60	Fair
0-50	Poor

(Depdikbud, 2001: 11)

E. Data Collection Procedure

1. Pre-Test

Pre-test was given before the treatment. It was be given both of the experimental and controlled group class. It aims to measure the student background knowledge about basic grammar.

a. The researcher was as the students to pay attention.

b. The researcher was explaining about the purpose of this research.

c. The researcher was explain the instrument that given to the students.

d. The research was asking the students to do the test.

2. Treatment

After given pre-test, the experimental class was be given treatment which was applied deductive approach. Teaching and learning process in this class was conduct as follow:

1. Students will be given motivation before starting the materials.

2. Students will be given some ice breaking to fresh the students mind.

3. The researcher will be given some explanation about the learning process.

4. The researcher will be explaining what basic grammar is, what kind of basic grammar is, and what rule used in basic grammar.

5. The researcher will give some examples about basic grammar.

6. The researcher will exercise the students by giving some practices.

3. Treatment

Post-test is given after treatment. It was given both groups of experimental class and controlled class. It aims to know about improving students' knowledge of the basic grammar provided after the treatment.

As for the steps as follows:

a. Students will be motivated before starting material.

b. Students will be given some ice breakers to refresh the students mind.

c. Researchers will be given some explanation of the learning process.

d. The researcher will give the students a post-test about basic grammar

e. Researchers check whether students' knowledge of basic grammar is progressing or not.

f. The researcher gives a conclusion to the result of the post-test.

g. The researcher was telling the students that we will conduct a test, namely post-test.

h. The researcher was explaining about what they will be in this test.

i. The students where to do the test individually.

F. Data Analysis Technique

The technique of data analysis used we are describe statistic and inferential statistic. Descriptive statistic analysis will be used to looking for frequency, mean score and standard devotion, inferential statistic analysis was being to test the hypothesis. The formula used to test the hypothesis was be t-test with the level of significance ( ) 0.05 (95%). Before the t-test, there were some steps which have to be done as follows:

1. The formula to check students' score in both pre-test and post-test will:

Score: $\dfrac{\text{Students Correct Answer}}{\text{Total Number of Items}}$ x 100

(Baego, Ishak & Syamsudduha, 2010:14)

2. The scale in classifying student score will :

Scale	Classification
95-100	Excellent
85-94	Very Good
75-84	Good
65-74	Fairly Good
55-64	Fair
45-54	Poor
0-44	Very Poor

(Depdikbud, 2001:6)

3. The formula mean score in both pre-test and post-test will:

$$\bar{x} = 1/n \sum_{i=1}^{n} x^i$$

Keterangan:

$\bar{x}\bar{x}$ =   rata-rata

Xixi = nilai

nn =   jumlah sampel

4. The formula for standard deviations on pretest and post-test will

$$s = \sqrt{\frac{n \sum_{i=1}^{n} x_i^2 - (\sum_{i=1}^{n} x_1)^2}{n(n-1)}}$$

Keterangan:

s2: Varian

$\bar{x}$: Rata-rata

N: Ukuran sampel

xi: Nilai x ke-i

S: Standar deviasi

CHAPTER IV
FINDING AND DISCUSSION

This chapter particularly presents the findings of the research which are presented as data description, and the discussion of the findings reveals argwnent and furtherinter pretation of the findings. In this chapter, the researcher analyzed the data consisting of the result of pre-test and post-tests either in experimental classorcon troldass.

A.Findings

The findings of the research were based on the results of the data analysis. The data analysis wascalled to collect data. The test consisted of pre-test and post‑test. The pre-test was given to find out the students' background knowledge on basic grammar before presenting deductive approach, and the post-test was given to find out the enhancement of the students' basic grammar after giving the treatment.

1. **The Classification ofStudents' Pre-test and Post-test Scores in**

   ExperimentalClass

The following tables howed thedistribution of frequency and percentage of finalscore of students' basic grammar at the third year of MTS Negeri 2 Jeneponto in pre-test and post-test in experimental class.

Table1

The distribution of frequency and

percentage score of

Simple present tensein pre-test **Pre-test**

No	Scale	Clasification	Pre-test	
			Frequency	Porcentage
1	75-85	VeryGood	4	10%
2	65-70	Good	6	20%
3	55-60	Fair	8	30%
4	0-50	Poor	12	50%
Total			30	100%

Table1 above shows the percentage of Simple present tense class in pre-test and post-test of 30 students. In the pre exam, there are several forms of assessment that are given. Some of these assessments, among others, arequite good, bad and very bad. Only4 students (10%) scored well, 6 students (20%) gotgood scores,8 students (30%) got bads cores,and 12students (50%) got very bad scores.. Mean while, in post-test showed that there were 12 students (50%) got very good score, 8 students (30%) got very good score, 6 students (20%) got good score, 8 students (10%) got enough score the good one. Basedon the above results, it can be concluded that the percentage of levels in the post-test is greater than the percentage percentage in the pre-test.

2. The Classification of Students' Pre-test and Post-test Scores in Controlled Class

The following table showed the distribution of frequency and percentage of final score of students' simple present tense atthe third year of MTS Negeri 2

Jeneponto in pre-test and post-test in controlled class.

Table 2

The distribution of frequency and percentage score of

Simple present tense score in post-test

No	Scale	Scale	Clasification	Post-test	
				Frequency	Percentage
1	75-85	VeryGood	12	4	10 %
2	65-70	Good	8	6	20 %
3	55-60	Fair	6	8	30 %
4	0-50	Poor	4	12	50 %
	Total			30	100 %

Table 2 shows the percentage percentage of the controlled class percentage in the pre-test and post-test of 30 students. A sin the pre-test that was done earlier, in post-test in gives omepenila in. In this post-test,12 students (50%) got very good scores, 8 students (30%) got good score, 6 students (20%) got bad score,and

4 (10%) got very bads core. Based on table 2, it can be concluded that the percentage of levels in the post-test is less than the percentage percentage in the pre-test.

B.Discussion

Deductive approachis a suitable approach applied in the classroom in teaching English grammar. This approach introduces the basic need in learning English grammar that is learning the grammar from the explicit way.

In this study, several things have been deduced .First, for both classes, they were in cloned to have similar problem; they could not distinguish between the use of auxiliary *be* and *do,* they did not know the appropriate couple of the auxiliaries. Most of them did the test using their instinct. They only knew that if the sentence was simple present, it us Edam, are, do and does and if the sentence was simple past, it used was, were, and did. Second, subject in simple present tense showed their big desire in learning process.

For instance, they were active to give some questions; they also did not afraid to construct some sentences based on the given examples that they had learned, and so forth. Third, before applying the deductive approach in simple present tense, the students' mastery was very difference. Most of the students were in the lowest level; fair, poor, and very poor, the least of them were in fairly good. Fourth, after applying the deductive approach, students in simple present tense showed their improvement. Most of them were in fairly good, good, very good and excellent. On the other hand, only four of them were in the very poor.

Comparative analysis of mean scores between before and after treatment in the experimental method research ensured that the approach used was effective. The mean value of the experimental class after the treatment was administered was 67.34,it was clear that the treatment of the simple present tense was quite successful in view of the increased score achieved.

In summary, the results of this study indicate that the student's score is much higher after the treatment in the simple present tenses prior other treatment using a deductive approach. The findings above are in line with some previous research findings. First, Thornberry reveals that through deductive approach, students are full engaged with the rule through the study and manipulation of examples. It significantly depends on spoon-feeding rather hand exploration. An example of deductive learning might be that on arriving in a country you have never been to before, you are told that aware people prognoses when greeting one another and so you do exactly hat. It supported the condition in experimental class in this study; the students in experimental class were easily to learn about basic grammar because it explained clearly from the concept until the application of the concept.. They were not afraid to express other examples related to the rules and pattern which had been explained.

Second, some material provided in deductive approach was beneficial on increasing students' basic grammar. The statement was supported by some previous researches. Joanie in Mohammed, Adel, Jabber, and Abu (2008) concluded that the deductive approach is faster and can be an efficient way to teach large number so facts and concretes. Deductive approach sticks directly to the point, and so it saves time." In other words, explaining the offer educes or generalizations takes less time than leaving them to be elicited by the learners themselves. Therefore, the learners have more time for practice or application.

Furthermore, in line with Anaand Ratrniningsih explained in the ripper about a large number of advantages of deductive approach for teaching English grammar which are it is straight forward, therefore, it is time-saving, it respects the learners' in telling once and maturity, especially for adult learners, it confirms many learners' expectation about classroom learning, especially for those who have analytical learning style and it allows the teacher to deal with language point sashay come up rather than having to anticipate the mandrel pare them in advance.

On theother hand, some researchers disagree about the finding. Shaffer criticizes the deductive approach clarifying that the problem many students have applying these various rules indicates that they may not fully understand the concepts involved and that the deductive approach tends to emphasize grammar at theexpenseofmeaningandtopromotepassiveratherthanactiveparticipation of the students. The statement clarified that deductive approach which focuses on grammar as the discussion made the students passive rather than active in participation.

Additionally, there searcher found the obstacle eon applying deductive approach that was some of the students did not pay attention to their searcher while teaching on the classroom; they only focused on their hand phone stop lay thegames.Ithappenedbecausetheyfeltboringonthelearningteachingprocess using deductive approach and also their school did not apply the rule to forbid their students to bringhand phones. The researcheradvocated that the teacher **should add some gan1cswhile the learning teaching process using deductive** Approach to minimize the students' boredom, and the school should apply the rule

To forbid their students to bring hand phone sat the school; if the students denied it they would give punishment.

In summary, the researcher asserted that deductive approach was important to apply on teaching basic grammar especially for those whom ever learned basic grammar and they wan ted to learn it. The mastery on deductive approach made people easy to learn about basic grammar especially constructing the sentences.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents conclusions and some suggestions from this study. Suggestions are taken based on the findings and conclusions obtained in this study.

A. Conclusion

Based on the results of data analysis, research findings, and discussions in the previous chapter, I conclude that the deductive approach can increase the present tense of grade 3 students of MTs Negeri 2 jeneponto. It can be proved by the scores of the students' research scores as follows: The total score of the students in the class is for ether treatment given in thepre-testis1680; theaverage score in the pre-test fortheclassis56. While the total score of students in the class after treatment in the post-test is 2120, the average value in the pre-test for the experimental classis 67, 34. The data above shows that the use of deductive approach method is very appropriate for use for grade 3 students of MTS Negeri2 Jeneponto.

B. Suggestions

Considering the conclusion above, the researcher put forward some suggestions as follows:

1) I suggested to a grade 3 English teacher at MTs Negeri 2 Jenepontoto use a deductive approach in teaching.

2) I also to recommended further researchers to use present tense teaching by using a deductive approach. With some considerations, as follows;

> From the classification of pre-test scores showed that students' Knowledge is very poor before the present tense lessons are based on the deductiveapproachmethod, withanaveragescoreof56.

> From the classification of student spots-test score shows that the students' knowledge after giving present tense study with deductive approach method has increased, with an average score of 67.34.

> Fromthestandarddeviationclassificationisequaltotheaveragescoreof pre-test and post-test, view here Theresa increases from 40.98 to 46.04.

APPENDIX A

TableofRawScoreofStudentsintheSimple PresentTense

Number ofsamples

X-1	75	80
X-2	60	60
X-3	50	50
X-4	50	55
X-5	60	65
X-6	50	60
X-7	60	70
X-8	60	60
X-9	70	75
X-IO	65	75
X-11	75	75
X-12	85	85
X-13	60	75
X-14	50	50
X-15	45	80
X-16	65	70
X-17	70	70
X-18	70	80
X-19	65	75
X-20	85	75
X-21	50	65
X-22	50	50
X-23	50	70
X-24	55	70
X-25	45	50
X-26	50	60
X-27	60	60
X-28	50	70
X-29	55	80
X-30	50	75

CURRICULUM VITAE

RISNANDAR was born in Jeneponto, on July 6th, 1995. His father's name is Mahmuddin and his mother's name is Darmawati. He is the first child of one siblings. He began his elementary school at SDN 47 Ganrang Batu and graduated in 2010, He continued his study at MTs Negeri 2 Jeneponto and graduated in 2011. After finishing His study in junior high school, she continued his study at MAN 1 Jeneponto and graduated in 2013. In the same year of 2013, he was registered as a student of English Department of Makassar Muhammadiyah University on strata one program.