CHAPTER I

INTRODUCTION

1.1 The Background of the Study

There are many languanges in the world. One of them is english. English languange is most important instrument of human communication because people need to communicate each other to deliver and to get information. English is an absolutely neccessity for students. English also is an international languange that use by many people in the world. Therefore, using English is the easiest way to communication with people from others countries about many apects of human life such as technology, culture, education, business, and others aspect.Human is unable to communicate with each other without languange.

There are four skills that students' need for complete communication. When learn native language, usually they learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills", namely : (1) Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When students' listen usually, they can use ears to receive individual sounds (letters, stress, rhythm, and pauses) and use their brain to convert these into messages that mean something to them. (2) Speaking is the productive skill in the oral mode. It is more complicated than it seems at first and involves more than just pronouncing words. (3) Reading is the process of looking at a series of written symbols and getting meaning from them. The students' can reading with use their eyes to receive written symbols (letters, punctuation marks and spaces) and can use our brain to convert them into words, sentences and paragraphs that communicate something to us. (4) Writing is the productive skill in the written mode. It is more complicated

that it seems at first, and often seems to be the hardest of the skills even for native speaker of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. The four basic skills are related to each other by two parameters, namely: the mode of communication is receiving or producing the message.

Reading is not only a role in the subjects learned. But, reading also play a role in knowing the various kinds of advances in science and technology. Through reading, advancement of science and technology can be known and understood before it can be applied. Reading is one of the four basic language skills, and is a part or component of communication. Reading is a window of the world, anyone who opens the window can see and know everything that happened. Both events happened in the past, present, and even the future.

Many students have difficulties in reading. They were not fluently in reading. Using deductive approach the researcher want help the student to understand how to comprehend and read well.

According to Richards (2002:158),"Deductive approach is a learning to language teaching in which learners are taught rules and given specific information about a language."Using deductive approach method in learning a language, students are given information and rules needed. This method is effective because it can stimulate students to improve their power of thinking so they can know the problem and how to solve it.

Based on the writer experiences while teaching and practice (PPL) in SMP Negeri 2 Percut Sei Tuan. The writer found some studentshave difficulties in reading. It is proven that most of the students are unable to comprehend what they have read. They also had limited vocabularies to understand the reading well. Some of the students were not interest in reading

activity in teaching and learning process. Some students were intimidated to read. That is why the writer will use deductive approach in teaching learning process.

Based on explanation above, the writer interest to using deductive approach in reading comprehension in SMP NEGERI 2 PERCUT SEI TUAN. The writer hopes that the research can give a sense for readers, especially for the teachers and students in solving the students problem. So the writer entitled "the using of deductive approach to the students achievement in reading comprehensionat SMP NEGERI 2 Percut Sei Tuan."From the result of scoring the test when teacher gave examination likes multiple choice test, it show that students get low score in quiz.

Table 1.1

NO	STUDENTS' INITIAL NAME	RESULT
1	AS	58
2	BS	58
3	DI	54
4	EP	56
5	FS	54
6	GNK	56
7	HL	54
8	IS	62
9	JC	52
10	LNA	52

11	MRA	56
12	MA	52
13	MEF	60
14	MRN	50
15	MA	54
16	MN	62
17	MAH	54
18	NSRP	58
19	PAFS	58
20	PAFS	56
21	PK	56
22	RKS	58
23	RG	62
24	SW	62
25	SM	60
26	SN	58
27	SMKS	56
28	TPJ	52
29	WR	60
30	Y	50
31	Total	56.46

1.2 The Problem of the Study

Based on the background of study above, the problem of the study formulate as the following :" **Is there any significant effect of using deductive approach on students' reading achievement in reading comprehension at SMP NEGERI 2 PERCUT SEI TUAN "?**

1.3 The Objective of the Study

In line with the problem , the objective of the study is to find out whether the use of deductive approach effect Student's Achievement in Reading Comprehension at SMP NEGERI 2 Percut Sei Tuan.

1.4 The Scope of the Study

There are many genres in the Senior High School (SMA) such as recount, narrative, procedure, descriptive, spoof, report, hortatory exposition and analytical exposition, news item,

anecdote, explanation, discussion, and review, There are many approach in teaching they are : Deductive Approach, Inductive Approach, Contelectual Approach, Thematic Approach, Communicative Approach, Master's Approach, Constructivism Approach, and the Electic Approach.The scope of the study focus on using deductive approach in reading comprehension of narrative text. there are Four part in narrative text, they are : generic structure, social function, language features, and grammatical features. Generic structure of narrative text are orientation, evaluation, complication, resolution, re-orientation. The writer focus on the generic structure from narrative text to find out whether there any significant effect of using deductive approach on students' achievement in reading comprehension at SMP NEGERI 2 PERCUT SEI TUAN.

1.5The Significances of the Study

This research findings are expected to be useful for:

1. Theoretically :

To easier the next researcher to know the effect of using deductive approach to the students' achievement in reading comprehension.

2. Practically:

1. To give input to teachers in apply if deductive approach as a solution to solve the problem found in reading comprehension.

2. The students in helping them in comprehending the text easily and helping students sharing ideas or opinion related to the text.

3. The readers in updating their information or knowledge about how to improve reading skill as a reference for those who are interested in doing the related study,especially in reading comprehension.

1.6. The Hypothesis

The hypothesis of this study can be formulated such as:

Ha: "There is a significant effect of using deductive approach on students' reading achievement in reading comprehension."

Ho: "There is no significant effect of using deductive approach on students reading achievement in reading comprehension."

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In the theoritical framework, the writer trying to gives information on what the cases are all about. It is useful to minimize or prevent miss understanding between the writer and the readers concerning the topic.

2.2 The Students' Achievement

According to Brown (2004:47)states that "an achievement is related to the classroom lessons, units, or even a total curriculum. Achievement test are (or should be) limited to particular material addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in question."

The writer concludes that the achievement is a process of developing skills or knowledge. achievement is related directly to classroom lessons, units, or even a total curriculum.The most common type of achievement is standardized progress in developing the measureable skill and knowledge learned in give grade level, usually through planned instructions, such as training or classroom instruction.

Achievement is the competence of a person, the act of achieving performing, and successful performance. In teaching learning process, students' achievement is an indicator in measuring the successful study.There are many ways to improve the students' achievement in reading comprehension. The step can be improving students' achievement in order to asses what problems the students' may be having. Students' must work daily to build their reading skills, students must be able to read fluently in order to fully comprehend what they read. Give weekly fluency tests where students' are timed on how fast they read a passage. The more they practice reading aloud, the more comfortable they will be with reading and identifying words The achievement in reading is a result of a process of developing reading skills. The achievement of reading is determined by some indicators, they are students' capability in comprehending a text as what is inteded by the writer, the students' capability in answering the question related to the text, the students' capability in retelling a text briefly, the students' comprehending a text well in short time and students' capability in construct meaning from the text, since reading as a

complex as a process that involving a network of cognitive actions that work together to construct meaning.

Taxonomy Bloom (1956:18), there are three aspects of learning achievements, namely affective, cognitive, and psychomotor, Affective domais are receiving, responding, valuing, characterization, Cognitive domains are knowledge, comprehension, application, analysis, synthesis and evaluation. Psycho motorist domains are initiatory, pre-routine, and routine. They can be connected to the purpose or learning, especially in reading because the three aspects can influence the students' point of view towards the material taught.

The writer concludes that the achievement is the result progress after accomplishing and finishing learning educational that the individual indicates relation with his/her educational learning.

2.3 Reading

Reading is one of the most important skills in learning language besides listening, speaking and writing. The fundamental goal of any reading activity is knowing enough science concepts and knowing the language. Reading is the ability to draw meaning from the printed page and interpret this information appropriately. As a language skill, reading is not only important in language subject, but also in all other subjects, because the material is conveyed in written form. So, reading subject can not be ignored.

Reading is manner to get knowledge, information from the book, magazine, newspaper and so on. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Most of people read without giving much thought to how they do it.

According to Grabe and Stoller (2002:4) Reading state that "reading can be taught as away to draw information from a text and to form an interpretation of that information." The process of drawing information and interpreting information requires the work of the brain actively. When a person is reading, the brain receives visual sensation of word and phrases from printing page.

The writer states that without reading, the opportunities or improving one's life are limited. So, people are expected to increase their interest in reading information and try to develop their reading ability."

2.3.1 The Purposes of Reading

The purpose of reading is to connect the ideas on the page to what you already know. Students must have a purpose when they are reading because students who are reading with a purpose they can't comprehend the text and know what they read better than those who has no purpose in reading.

According to Grabe and Stoller (2002:13-15) the purpose of reading are classified into:

1. Reading to Search for Simple Information and Reading to Skim.

Reading to search for simple information is a common reading ability though some researchers see it as relatively independent cognitive process.It is used so often in reading tasks that is probably best seen as a type of reading ability. The writer conclude that only read the surface to look for the simple information without have to think the material deeply through skimming and scanning strategy.

2. Reading to Learn From Text

Reading to learn typically occurs in academic and professional context in which are person needs to learn a considerable amount of information from a text. Based on the explanation above the writer conclude that It is usually carried out at reading rate somewhat slower than the general comprehension to connect text information with background knowledge.

3. Reading to Integrate Information, Write and Critique Text.

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or compliciting information and likely restructing of a theoretical frame too accommodate information from multiple source. The writer conclude that in this step the reader can decide what information to integrate and how to integrate it for the readers' goal.

3. Reading for General Comprehension.

Reading for general comprehension is the most basic purpose for general underlying and supporting most other purposes for reading. The writer conclude that General reading comprehension is actually more complex that commonly assumed. Reading for general

information requires very rapid automatic processing of word, strong skill in forming a general meaning representation of main ideas and efficient coordination of many processes very limited time.

The writer concludes that from the four purposes above the important meaning of the purpose of reading is these skill inevitably require critical evaluation of the information being read so that the reader can decide what the reader get from the book can useful for them and understand how to integrate it for the readers' goal.

2.3.2 Types of Reading

According to Brown (2004:189), "There are several typesof reading performance are typically identified, and these will serve as organizer of various assessment tasks. They are namely: Perceptive, Selective, Interactive, and Extensive".

1. Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2. Selective

The category is largery an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short strectch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc. Stimuli include sentences, brief paragraphs, brief paragraphs, and simple charts and graphs. Brief responses are intended a well. A combination of bottom-up processing may be used.

3. Interactive

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, in a psycholinguistic sense interact with the text. Thatis, Reading is process of negotiating meaning, the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction.

4. Extensive

Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

Based on the explanation above the writer concludes that Types of reading can make the reader or another to know when they have read . can help the students who still in lower level of difficulty in reading. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excepts from longer text, questionnaire, memos, announcement, directions, recipes, and the like. of bottom-up performance may be necessary.

2.3.3 The Process of Reading

According to Nunan (2003:70), The process of reading is refers to the process a person goes through to learn how to read. The models of reading processes can divided into three categories: Bottom-up Models, Top-Down Models, and Interactive Models.

1. Bottom-up Model

The bottom-up models typically consist of lower-level reading processes. Students start with the fundamental basic of letter and sound recognition, which in turn

allows for morpheme recognition followed by word recognition, building up to the identification of grammatical features, sentences, longer text, and finally meaning is the order in achieving comprehension.

2. Top-Down Models

The top down models, on the other hand, begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes prediction, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition. In top-down model the reader begins with the largest elements and work down towards smaller elements to build comprehension of what is being read.

3. Interactive Model

This third types combines elements of both bottom-up and top-down models assuming "that a pattern is synthesized based on information provided simultaneously from several knowledge.

Based on the definition above the writer states that the process of reading is way to make the reader can easy reading the text. In general the process of reading Bottom-up model, Top down models and the the last   is interactive model. It can help the reader can easy in reading comprehension.

2.4 Reading Comprehension

Reading comprehension is described as a complex intellectual process involving a number of abilities. The reader actively interacts with the text to construct meaning, and activating the prior knowledge. In order to understand the text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able combine units of meaning into a coherent message.

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with a language. Reading comprehension is a skill that must be develop and can be only develop by means of extensive and continual practice. Therefore, reading comprehension need skills to make students' effectiveness as readers."

2.5 Levels of Reading Comprehension

The levels of reading comprehension can tell us about how the students understand teaching materials and which level that has been achieved when they are reading. However, some teachers may not be aware that the comprehension question they formulate only test students' ability to understand and recall ideas and information directly stated in the given text. It is indeed unfortunate if comprehension assesments do not go beyond this level of comprehension.

According to Smith (1969: 21-22) states the reader needs to know the four levels of comprehension skill, they are:

1. Literal Comprehension

At the literal level the basic facts are understood. The writer conclude that Literal comprehension involves acquiring information that is directly stated in concern in main ideas, details, cause and effect also sequences understanding vocabulary, sentence and paragraph meaning.

2. Inferential Comprehension

Inferential comprehension is able to go beyond what is written on the page and add meaning or draw conclusions. it involves the thinking skill and requires to identify ideas and meaningwhich are not explicitly stated on the written text. At this level, readers go beyond what is stated in the text and read deeper meanings.

3. Critical Level

In critical Level, the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias.

The writer conclude that the readers evaluate what is read critically about the though of write which as been identified the two lower levels of comparison and judgment of validity of worth. It involves the critical of analytic thinking in understanding and evaluating the text.

4. Creative Level

In creative Level, the readers can take information or ideas from what has been read and develop new ideas from them. The writer conclude that the reader should have be able to use imagination when reading the selection. The readers apply the ideas from the text to a new situation and recombining the author's ideas to form new concepts or expand old one. Thus, the students think and comprehend the text creatively.

2.6 Deductive Approach in Reading Comprehension

A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and

then their applications are treated. In conclusion, when we use deduction, we reason from general to specific .

Deductive approach stated that deductive means reasoning from the particular to the general. Deductive approach can be explained by the means of hypotheses, which can be derived from the propositions of the theory. In other words, deductive approach is concerned with deducting conclusions from premises or propositions. A deductive approach to teaching language starts by giving learners rules, then examples, then practice. It is a teacher-centered approach to presenting new content. This is compared with an inductive approach, Which starts with examples and asks learners to find rules, and here is more learner-centered.

2.6.1 Definition of Approach

Approach refers to theories about the nature of the language and language learning that serve as the source of practices and principles in language teaching.

According to Harmer (2003:78)," An aproach describes how language is used and how its constituent parts interlock-in other words it offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about conditions which will promote successful language learning."

The writer states that Approach can help the students can easy understand about what the students have learned. as we know that approach acquire the students knowledge and with using deductive approach in the learning process the students can easy to comprehend the material and can apply it.

According to Richards (1985:18), "approach encompasses both theories of language learning. All language-teaching methods operate explicitly from a theory of language and beliefs or theories about how language is learned."

Theories at the level of approach relate directly to the level of design, since they provide the basis for determining the goals and content of a language syllabus. They also relate to the level of procedure, since they provide the linguistic and psycholinguistic rationale for selection of particular teaching techniques and activities.

The writer concludes that This approach emphasizes the semantic rather than the grammatical potential of language and lead to a specification. The first and the most traditional of three is the structural view, the view that language is a system of structurally related elements for the coding of meaning. The target of language learning is seen to be acquisition of the elements of this system, which are generally defined in terms of grammatical units (clause, phrase, sentence) and grammatical operations (adding, shifting, joining elements). The second vies of language is the functional view-the vies that language is vehicle for the expression of meaning. A third view of language that informs some current methods of language teaching might be called the interactional view. It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transaction between individuals. Areas of language teaching include studies in interaction analysis, discourse analysis, ethnomethodology, and second language acquisition.

At the level approach, we examine the theoretical principles underlying particular methods. With respect to language theory, we are concerned with a model of linguistic competence and account of the basic features of linguistic organization.

2.6.2 Definition of Deductive Approach

According to Richards (2002:158),"Deductive approach is a learning to language teaching in which learners are taught rules and given specific information about a language." Language teaching methods which emphasize the study of the grammatical rules of a language (for example the grammar translation method) make use of the principle of deductive learning.

Student's study grammar deductively; that is, they are given the grammar rules and example, are told to memorize them, and then are asked to apply the rules to other example. They also learn grammatical paradigms such as verb conjungtions. They memorize native language equivalents for foreign language vocabulary words."

Based on the quotation above, the writer conclude that by using deductive approach method in learning a language, students are given information and rules needed. This method is effective because it can stimulate students to improve their power of thinkingso they can know the problem and how to solve it. In using deductive approach, articles, dictionaries and references are needed because they are the sources that can be used by students.teaching is not an easy task for a teacher. In teaching, a teacher will face a group of students. They need guidance from a teacher. They are demanded to be mature and responsible in their life.

One of teachers' approach in teaching is deductive approach. Deductive approach is a method when a teacher tells the students about the specific information about a language.

According to Sekaran (1992:), Deductive Approach is when the researcher or the research team starts working from the general information to the more specific information and this research method is known as the top-down approach because the research begin from the top working way with a lot of information which concludes with more specific detailed information. For an example a research team can start with the theory based on the topic of the research and

start to narrow down to more specific theory based information which can be tested. The theories are more narrowed down even further and what was interpreted will be collected to test with the narrowed down theories. This will finally lead the research team to be ableto test the theories which was used the interpreted information such as data confirming that the selected theories valid with the scenario.

There are some process of deductive approach in teaching learning process:

1. The teacher explain about narrative text (definition, grammatical features, and generic structure)
2. The teacher explain how to analyze the generic structure and language features of narrative text.
3. The teacher remind the memory of the students about the previous topic (how to analyze the generic structure and grammatical features of narrative text)
4. Review and conclude what they have learned
5. Close the meeting and motivates students to learn more about the lesson at home.

According to Widodo (2006:126), stated that deductive method is derived from the notion that deductive reasoning from general to specific. In this case, rules, principles, concepts or theories are presented first, and then their application is treated."

The deductive approach relies on reasoning, analyzing and comparing. To apply deductive approach, the teacher gives a grammatical explanation or rules first, and then asks them to use the rules to do a set of exercises in order to understand the grammatical points.

2.1.1. The Advantages and Disadvantages Deductive Approach

According to Widodo (2006:127),The deductive approach has some advantages and disadvantages as shown in the table below :

Table 2.1

The Advantages and Disadvantages of Deductive Approach

Advantages	1. The deductive approach goes straightforwardly to the point and can,therefore, be time-saving.
	2. A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples
	3. A number of direct practice/application examples are immediately given.
	4. The deductive approach respects the intelligence and maturity of many
	5. It confirms many learners' expectations about classroom learning particularly for those who have an analytical style.
Disadvantages	1. Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones.
	2. Younger learners may not able to understand the concepts or encounter grammar terminology given
	3. Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction
	4. The explanation is seldom as memorable as other forms of presentation (for example, demonstration).
	5. The deductive approach encourages the belief that learning a language is simply a case of knowing the rule.

From the table above the writer concludes that with understand the advantages and disadvantages of deductive approach its makes the researcher in the process of teaching learning in the class become easier to teach the students'. Deduction method is a simple method, but need concentration to apply. The researcher must be explain the lessons by giving the simple explanation.

2.7 Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Accordingto Ady (2014), Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems."

Social function of narrative text is to narrative deals with problematic even which lead to a crisis or turning point of some kinds, which turn to find a resolution. It amuse, entertain, and to deal with actual or imaginary experience in such different ways, amuses and entertains with actual or experience in different way. There are so many functions of narrative and easy to learn it, caused its came from our personal by experienced".

Based on explanation above, writer states that narrative is the genre which has the clue came from our self based on experiences.

2.7.1 Generic Structure of Narrative Text

There are five generic structure of narrative text :

1. Orientation

This element usually contained of the statements that is the topic of an activity or problematic events that will be expected. It is contained of what seemed to be problematic, when it happened, the participant and personal attitudes (what the author thinks of the "what").

2. Evaluation

This element contained of an event, which talk about the activity or event in the past.

3. Complication

This element contained of an event that talk about the crisis that arisis.

4. Resolution

This element contained of anthat talk about the crisis is resolved (problem solving), event it is for better or for worse.

5. Re-orientation

This element contained of a brief summary, which is aimed to give or submit a moral lesson to the reader/optional

2.7.2 Social Function of Narrative Text

Pardiyono (2007: 93-94) states that Social function of narrative text is to narrative deals with problematic even which lead to a crisis or turning point of some kinds, which turn to find a resolution. It amuse, entertain, and to deal with actual or imaginary experience in such different ways, amuses and entertains with actual or experience in different way. There are so many functions of narrative and easy to learn it, caused its came from our personal by experienced. Based on explanation above, writer concluded that narrative is the genre which has the clue came from our self based on experiences.

Furthermore, He also stated that narrative text is an account of series of event or incident, wether true of fiction story. He also says that narrative text is a text which is created to entertain and hold readers' interest. He adds that narrative is not only to entertain people but also teach value from problem solving. The purpose of narrative is usually to inform something out to expose something. It may also use to illustrate a principle or an idea or to support an argument.

Social function in narrative text is to amuse, entertain, and todeal with actual or vicarious experience in different ways. It deals with problematic events which lead to a crisis or turning point of some kinds, which in turn finds a resolution.

2.7.3 The Language Features of Narrative Text

According to Adeulfayani (2010), there are five language features of narrative text they are:

1. Past tense (killed, drunk,etc)

2.Time conjunction (when, then, suddenly, etc)

3. Specific character. The character of the story is specific, not general. Example Cinderella, Snow White.

4.Action verbs. A verb that shows an action. (killed, dug, walked, etc)

5.Direct speech. It is to make the story lively. (Snow White said,"My name is Snow White). The direct speech uses present tense.

2.7.4. Grammatical Features of Narrative Text

There are some typical grammatical features of narrative text

1. Focus on specific and usually individualized participants

2. Use the material process refer to the "doing" the action and happening we observed taking place around us (for example: he walked, they droved, it rained)

3. Use mental process refer to human engage in with the intellect and senses.

4. Use verbal processes refer to the "talking" (for example: he said, she acused, they promised)

5. Use the relational processes related on part of the sense to another

6. Use of temporal conjunctions and time connectives to put events in right order(for example: then, before that, soon)

7. Use of past tense

Example of narrative text:

The Legend of Toba Lake

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru aggreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daugters. The daughters were crying. They found their mother and talked her about it.

The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba Lake.

The text structure analysis:

Orientation:

Once upon time, there was a handsome man. His name was Batara Guru Sahala.

Evaluation:

He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk.

The fish begged him to set it free.

Complication:

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into

a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-

woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret

which she had been a fish. Batara Guru aggreed and promised that he would never tell anybody

about   it.

They were married happily. They had two daughters. One day Batara Guru got very angry with

his daughter. He could not control his mad. He shouted angrily and got the word of fish to his

daughters. The daughters were crying. They found their mother and talked her about it.

Resolution:

The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily.

Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole

Reorientation:

People believed that the big hole became a lake. Then this lake is known as Toba Lake.

2.8. Previous Research

The writer takes the review of literature from other graduating paper as the principles and the comparison with this research. The previous research take from journal. The first by Heba and Ali (2016) with the entitle *The Effect of using Inductive and Deductive Methods on 7th Grade Students' Achievement in Grammar in Betlehem District and their Attitudes toward EFL.*This is experimental quantitative research. In this case the researcher found that students can able to use the inductive and deductive methods on students achievement in grammar. The second researcher is Rouhollah Rahmatian & Fatemeh Zarekar(2016)*The effect of Reading Comprehension on the performance in science and mathematics.*This study is based on the mixed method approach. It uses both quantitative and qualitative data to find out thefindings of the research questions.

This research focuses on the effects of reading comprehension on mathematics and science achievement.Students' academic performance on the mentioned classes and their motivation towards those courses will alsobe the focus of the research. The research is based on the data gathered from the latest PISA results and theopinions of secondary school teachers and students. Findings of this research indicate that there is a correlationbetween reading comprehension results and student success in math or science classes. It also indicates

thatreading comprehension contributes positively or negatively to the success results in math or science classes.

Based on the previous research above, the research about The Effect of Using Deductive Approach to the Student's Achievement in Reading Comprehension is never done before, so the writer interested incarry out this research.

2.9 Conceptual Framework

The ability of the students to master the materials is not the solve even though they are teaching by the same teacher, because their power to grape the material is different. It depends on how student able in doing something which show their capacity in every skill especially in reading.

Deductive Approach is when the researcher or the research team starts working from the general information to the more specific information and this research method is known as the top-down approach because the research begin from the top working way with a lot of information which concludes with more specific detailed information. The use of deductive approach is aimed to increase students' achievement in reading comprehension".

Deductive approach is different from conventional technique, students are not informed about the grammar explanation and rules that must be followed. Deductive approach helps students in supporting their process study. Therefore, the use of deductive approach will successfully give great effects to the students' achievement in reading comprehension.
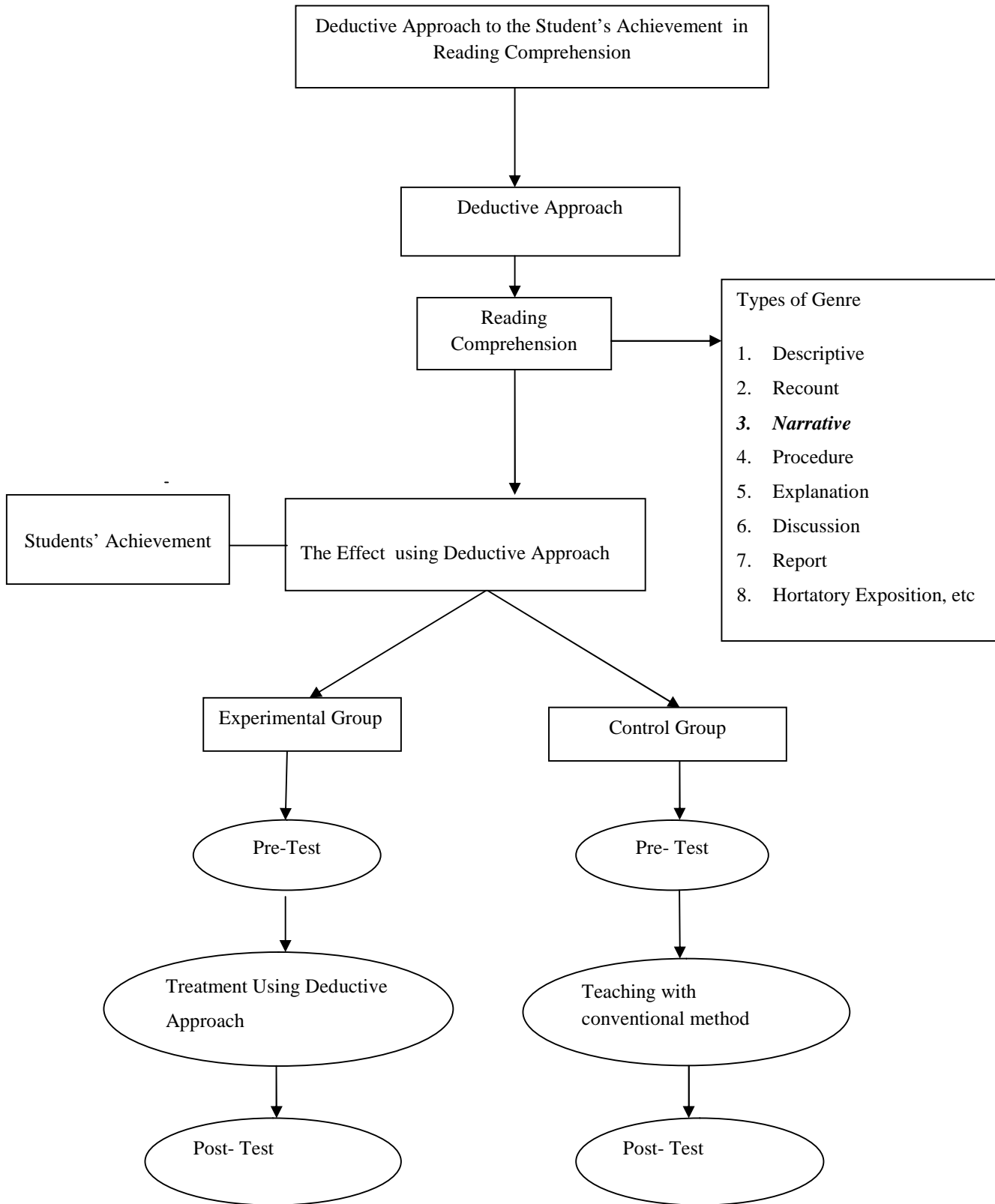
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┌─────────────────────────────────────────┐
│  Deductive Approach to the Student's     │
│  Achievement  in Reading Comprehension   │
└─────────────────────────────────────────┘
                    │
                    ▼
        ┌───────────────────────┐
        │   Deductive Approach   │
        └───────────────────────┘
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┌─────────────────────┐   ┌────────────────────────────────┐
│   Reading   │─────────▶│ Types of Genre   │
│   Comprehension   │   │   │
└─────────────────────┘   │ 1. Descriptive   │
                                  │ 2. Recount   │
                                  │ 3. *Narrative*   │
                                  │ 4. Procedure   │
                                  │ 5. Explanation   │
                                  │ 6. Discussion   │
┌─────────────────────┐ ┌──────────────────────────────┐ 7. Report   │
│ Students' Achievement│─│ The Effect using Deductive │ 8. Hortatory Exposition, etc │
└─────────────────────┘ │ Approach   │   │
                        └──────────────────────────────┘────────────────────────────────┘

```
        ┌─────────────────────┐          ┌─────────────────────┐
        │ Experimental Group  │          │    Control Group    │
        └─────────────────────┘          └─────────────────────┘
                    │                                │
                    ▼                                ▼
             (  Pre-Test  )                   (  Pre- Test  )
                    │                                │
                    ▼                                ▼
       ( Treatment Using Deductive )      (  Teaching with          )
       (  Approach                 )      (  conventional method     )
                    │                                │
                    ▼                                ▼
             ( Post- Test )                    ( Post- Test )
```

Figure 2.2 Conceptual Framework of Using Deductive Approach to the Students' Achievement in Reading Comprehension (Sartica:2018)

CHAPTER III

METHODOLOGY OF RESEARCH

3.1 The Research Design

This research was conducted by using experimental quantitative design. This research was applied in order to investigate the effect of Deductive Approach on Students' Achievement in Reading Comprehension. This research deals with two groups; experimental and control group. In doing treatment the researcher used the Deductive Approach to the experimental group where as the control group used Conventinal Method . Firstly, both of groups were given pre-test to know the level mastery of their reading skills. Then both groups were given treatments. After that they were measured for the second time that is post-test. Both of groups were consisted of the same number of student, and were given pre-test and post-test with the same test items. The research design can be figured as follows:

Table 3.1

Research Design

Group	Pre-test	Treatment	Post-test
Experimental Group	✓	Using Deductive Approach	✓
Control Group	✓	Using Conventional Method	✓

3.2 Population and Sample

The subject of the research were the students of the nineth grade at SMP NEGERI 2 Percut Sei Tuan.

3.2.1 Population

The population of this research was the nineth grade at SMP NEGERI 2 Percut Sei Tuan. There werethreeparallel classes namely IX-1, IX-2, IX-3. Each class consist of 25 students. The total of students from IX-1 until IX-3 was 75 students.

3.2.2 Sample

Sample is the small group (participants) to be observed. Best and Kahn (2006:13) stated that "sample is a small proportion of the population that is selected for observation and analysis". The sample of this research were taken by using random sampling technique. To take the sample, fourteen pieces of rolled paper with the names of classes was put in a box. Two classes was choosen as a sample of this study that consist of 50 students'. In each class consisted of 25 students'. The first rolled paper was choosen as experimental group and the second one as the control group.

3.3 The instrument of Collecting Data

In this research , the data was collected by the experimental quantitative . The writer was collected the data by giving a test to the students. The test was a multiple choice test which consists of 40 items. It was given both groups, experimental and control group. Each items of test includes 4 option; a, b, c, and d. Students are asked to choose the correct answer narrative text by crossing the right answer. In collecting data, pre-test and post test were administered for both experimental and control groups. The students was asked to read 4 different text taken from the internet. Then, the students answered 10 questions related to the text in order to measure the

students' reading comprehension. The objective test used to measure the students' comprehension in easy, quick and consistent way.

3.4The Procedures of Teaching

In order to get the data from this research, There are three procedures was taken by writer namely, pre-test, treatment, (teaching presentation), and pos-test.

3.4.1Pre-Test

The pre-test was given out to both groups (experimental and control group) before applying the treatment. The test was given is reading comprehension test that consists of 40 items of multiple choice. The test was designed by the writer.

3.4.2 Treatment

After having the pre-test, the treatment was given to the students. Both of experimental and control group were taught by using the same material but different treatment. Experimental group was taught by using Deductive Approach, while the control group will be taught by using Conventional. There were several meetings of treatments for each group.

A. Treatment for Experimental Group

The treatment was given to the experimental group after conducting pre-test. The process of teaching by using Deductive Approach was designed as follows:

Table 3.2

Teaching Procedures in Experimental Group

No	Teacher's activities	Student's activities
1.	• The teacher great tthe students to open the class and introduces herself. • The teacher explain about narrative text (definition, grammatical features, and generic structure) • Ask for affirmation, if they have already understood or not about the explanation • The teacher asked the students to read the text one by one • The teaher asked the students to write the generic structure of the text	• The students give the response • The student listen • Students reply what teacher ask to them • The student get the text • The students read it • The students write the generic structure of the text
2.	• The teacher greets the students to open the class • The teacher explain how analyze the generic structure and language features of narrative text • The teacher divided students in to groups (one group consist of 5 students) • The teacher distribute copies of teaching material (handout) to each group; narrative text • The teacher ask the students to read together, each students subtitues to read aloud in different paragraph • The teacher corrected students pronunciation • The teacher ask the member of groups to make prediction about the main idea and generic structure of the text • The teacher concluded material today	• The students give the response • The students listen • The students made group • Accept the copies of material (handout) • The students read the text • Students listen • The students share their idea or opinion to analyze the main idea and generic structure of the text • The student listen
3.	• The teacher greets the student to open the class • The teaacher remind the memory of the students about the previous topic (how to analyze the generic structure and grammatical features of narrative text) • The teacher ask the students to sit in groups • The teacher ask the students to write the generic structure of the text	• The students give the response • The students sit in group • The student write the generic structure of the text
4.	• Review and conclude what they have learned • Close the meeting and motivates students to learn more about the lesson at home	• Listen to the the teacher

B. Control Group

The treatment was given to the control group after conducting pre-test. The process of

teaching by using Direct Instruction was designed as follows:

Table 3.3

Teaching Procedures in Control Group

No	Teacher Activities	Student's Activities
1	• The teacher greets the students to open the class and introduces herself • The teacher explain about narrative text (definition, grammatical features, and generic structure) • Ask for affirmation, if they have already understood or not about the explanation • The teacher gave an narrative text to the students • The teacher asked the students to read the text one by one • The teacher ask the students to write the generic structure of the text	• The students give the response • The student listen • Students reply what teacher ask to them • The student get the text • The students read it • The students write the generic structure of the text
2.	• The teacher greets the students to open the class • The teacher explain how to analyze the generic structure and language features of narrative text • The teacher devided students in to groups (one group consist of 5 students) • The teacher distribute copies of teaching material (handout) to each group; narrative text • The teacher ask the students to read together, each students subtitues to read aloud in different paragraph • The teacher corrected students pronunciation • The teacher ask the member of groups to make prediction about the main idea and generic structure of the text • The teacher concluded material today	• The students give the response • The students listen • The students made group • Accept the copies of material (handout) • The students read the text • Students listen • The students share their idea or opinion to analyze the main idea and generic structure of the text • The student listen

3.	• The teacher greets the student to open the class • The teaacher remind the memory of the students about the previous topic (how to analyze the generic structure and grammatical features of narrative text) • The teacher ask the students to sit in groups The teacher ask the students to write the generic structure of the text	• The students give the response • The students sit in group • The students write the generic structure of the text
4.	• Review and conclude what they have learned • Close the meeting and motivates students to learn more about the lesson at home	• Listen to the the teacher

3.4.3 Post-Test

After the teaching presentation, both the experimental and control group were given a post-test. It is aimed at discovering the result of the treatment.

3.5 Scoring System

In scoring the test, the writer determines the cumulative score ranging 0-100 by counting the correct answer and applying the following formula:

$$S = \frac{R}{N} \times 100$$

Where:

S= Score of the test

R= Number of the correct answer

N=Number of the question

3.6 The Technique for Analyzing Data

To find the difference of two groups, experimental and control groups, the writer uses the test formula as the following:

$$t = \frac{Mx - My}{\frac{Dx^2 + Dy^2}{Nx + Ny - 2} \quad \frac{1}{Nx} + \frac{1}{Ny}}$$

Where:

t   = the effect

Mx   = the mean of experimental group

My   = the mean of control group

Dx^2 = the standard deviation of experimental group

Dy^2 = the standard deviation of control group

Nx   =the total number of students of experimental group

Ny   = the total number of students of control group

3.7 The Validity and Reliability of the Test

The validition consisted of establishment of validity and reliability as the requirements for the instrument of data. In other words, a test was said to be good if it is valid and reliable. To ensure that the test already good, both validity and reliability should be established clearly and in accordance with the points of the test. The establishment and procedure of each aspect will be discussed in following parts:

3.7.1 The Validity of the Test

In making good test as the instrument for measurement, the validity of the test should be considered. A test was realiable to measure what it was intended to measure. Ary (1979:225) states that the validity question is concerned with the extent to which an instrument measures what one thinks it is measuring. This study use content validity that is concern with how well the test measure the subject matter and learning outcomes cover during in instructional period. Then, the table of specification is used in this study to ensure that the test items provide representative sample of behavioral objectives.

Table 3.4

Specification of The Test Items

Content			Items	Kinds of Test	Score
Narrative Text	Generic Structure	Orientation	12	Multiple Choice	30
		Evaluation	3	Multiple Choice	7.5
		Complication	14	Multiple Choice	35
		Resolution	8	Multiple Choice	20
		Re-orientation	3	Multiple Choice	7.5
			40		100

3.7.2 The Reliability of the Test

The reliability refers to consistency of the result. The test was said to be reliable if it can show stable outcome. The more reliable the test is, the more confidants the scores obtain from the administration of the test.

To achieve the reliability to the consistency of the measurements. Reliability refers to consistency of measurement. A reliable is consistent and dependable and it is necessary but not sufficient condition for validity.

To obtain the reliability of the test, the researcher will use Kuder-Richardson 21 formula (KR_{21}) as follows:

$$KR_{21} = \frac{K}{K-1}\left(1 - \frac{M\ K-M}{KS^2}\right)$$

Where:

KR_{21}= The reliability

K= The number of the items

M= The mean of the score

KS= The square of standard deviation of the test score