

**THE EFFECTIVENESS OF MOOD, UNDERSTAND, RECALL, DIGEST,
EXPAND AND REVIEW (MURDER) STRATEGY IN IMPROVING
STUDENTS' READING COMPREHENSION**

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ABSTRACT

This research is trying to find out whether or not MURDER strategy could help develop students' reading comprehension. The MURDER strategy used in this research was adapted from Stenberg et al. (1983). However, a modification to MURDER strategy was made by involving the role of teacher because in this research, the MURDER strategy was used in real reading class. The study was conducted to the second grade students of MIPA in SMAN 12 Bulukumba. This study used a quasi experimental research design where include experimental and control group and the data were collected from comprehension test and pretest and posttest used to support the finding. This research found that MURDER strategy is an effective way to increase the students' reading comprehension. It can be seen through the data analysis of the t-test that shows a significant difference after the study has finished. By giving the treatment, students in the experimental group achieve higher mean score than the students in the control group. The research hypothesis is also accepted after the t-test analysis calculated. The data can be said as significant if the value of t-test (t_t) is higher than the value of t-critical in the table (t_t) and the p value is greater than 0.05. The MURDER strategy has been implemented well by the students and effectively improves the students' reading comprehension.

Keywords: MURDER strategy, Reading comprehension

INTRODUCTION

The goal of teaching English in classroom is to enable student to communicate and understanding written forms in English language, therefore, teachers are trying to transfer skill and knowledge in order to do that. Those skills in English that we have known are listening, speaking, reading and writing, and other elements of language that must be taught to the students through the chosen themes. Among the four skills above, reading gets greater attention than three others, because reading is one of the most important skills. Levine, Ferenz, & Reves (2000) stated that the ability to read academic text is considered one the most essential skills that student of English as a foreign language (EFL) need to acquire. It is in line with Carrel & Grabe, (2002) view reading as the most important skill required of people in multicultural and international settings, academic learning, and self-study situations. This statement is sensible based on the fact that reading is a receptive skill that can determine student growth and quality in terms of knowledge. Therefore, reading activity is quite important for students to do and make it as their habit in daily basis.

The term reading itself can be defined as an active cognitive process of interacting with the print and monitoring comprehension to establish meaning and get much knowledge, study new words, comprehend ideas, study the word which are used, how to implement the grammatical rules, and gain the information. From this definition we can see that there are several advantages that the reader gain in that activity one of them are we can increase our experience, develop new concept of a certain topic, study how the words are used and how to implement the gramatical rule, and get much knowledge. Reading also gives some benefits in maintaining human mind, because reading activity keeps our brain engaged or working in long term which positively affect on our focus and increase retention level. That is why reading really becomes a crucial skill as Pintrich, Romeo, & Muller, (1999) state that reading is a crucial skill for professional successful and academic learning.

In educational programs in many different field, reading activity becomes demanding in every level to support success as (Nunan, 2003) states that reading

is an essential skill for students in order to ensure success not only in learning English, but also in learning another content class where reading is required. On the other hand reading could be set in many purposes. (Harmer, 1998) states that reading is useful for other purposes, any exposure to English (provided students understand it more or less) is a good thing for language students.

The problems students face today regarding to reading activity is that sometimes students were facing a book but do not read at all. They just can mention symbol word without getting any idea from the book. The researcher aware of this experience when reading a book without any comprehension tends to feel sleepy. Many students can read the word in passage perfectly but are unable to answer the questions. They can say the words, but unable to gain the meaning from words. They find hard to comprehend reading materials. One of the causes is that most of students are not aware of the importance of reading, (Carrell, 1989) for many students, reading is far the most important of the four skills in second language, particularly in English as a second or foreign language. On the other hand, the process of reading achievement such as the employment of strategies in reading become less major concern by many EFL students (Mokhtary & Reichard, 2002). That is why using correct strategies in supporting student's comprehension is quite important in order to support student reading effectively as much as possible and raise students motivation to read. (Grellet, 1987) understanding a written text means extracting the required information from it as accurately and efficiently as possible.

Reading comprehension is considered the real core for reading process; and a big process around which all other processes are centered. It is the most important in reading activity as Reading comprehension is a dynamic mental activity in which the reader interacts with the text to extract meaning (Farhadi, 2005). It is the ultimate objective of the reading process, since he who does not comprehend what he reads is considered has not read (Learner, 2000).

What a teacher has to consider as a prime important task is how to design the reading course with strategies and techniques to lead the students to comprehend the concept from the author's mind in the text. (Graesser, 2007)

comprehension strategies regarded as deliberate and goal oriented processes to construct meaning from the text. There have been a lot of techniques and strategies discussed by many experts dealing with reading comprehension. One of the strategies to be offered here is Murder Strategy. In which the students are learning how to interact with the text they read. By using murder strategy, the students offers many possible explanations based on cognitive psychology that gives guidance to the reader to enhance their learning. For example; recalling stage, detecting, elaborating, and reviewing the password associated with giving a lot of text for the members must be stated in the form of verbal, description, development, and summarizes the ideas – the main idea of the text. This strategy approach is much more suitable to improve students comprehension because strategy during reading refer to the way readers visualize the text in their mind, the textual cues they make sense of the text content, and how they compensate when understanding is incomplete (Block, 1982). Learner autonomy is intimately related to learning strategies (Wenden, 1991); (White, 1995); (Vanijdee, 2003).

Nowadays, teacher must realize how important to apply suitable and effective strategies in teaching English in order to support student learning outcomes. Finally, the researcher intended to conduct a research under the title *“The effectiveness of mood, understand, recall, digest, expand and review (MURDER) strategy in improving students’ reading comprehension”*.

REVIEW OF LITERATURE

a. The Definition of Reading

Reading is one of the most important skills in learning language besides listening, speaking and writing. It has the fundamental goal to know enough the concept and the language. It operational means an activity that the students perform to gain information or message from the written material the read. Therefore, in reading activity students have intention to obtain knowledge from their reading.

In Oxford Advanced Learner's Dictionary, Hornby (1994) defines reading as an action of a person who reads. Carillo (1976) concludes that educators and psychologists differ as to what should be included in the definition of reading in three categories.

- 1) Reading is purely a mechanical process in reading skill by (a) a reader's accuracy in recognizing words and attacking words that are known; (b) The amount of print recognized at each fixation of the eyes; (c) the rate of recognition of words and phrases; and (d) rhythmic progress along the line of print an easy return sweep to the next line.
- 2) Reading is a mechanical process plus the acquisition of meaning advocates of this broader view hold that in addition to acquisition efficiency in the mechanical aspects given above, the reader must fuse the meaning represented by the printed words into a chain of related ideas.
- 3) Reading is a combination of mechanics, understanding, retention, and use. In this broadest of the three views, the reader should be able not to perform the mechanics and comprehend the meanings of the words, but to critically evaluate the ideas expressed and apply them to his or her situation.

Of the three views expressed, the two views of reading are weak because they do not recognize this maturation process. They are insufficient in other aspects as well. (Nuttal, 1982) stated that reading is to recall, to understand, to interpret, and to analyze the printed page. (Smith, 1980) state that reading an active attempt, on the part of the reader, to understand a writer message. The reader interacts with and try to reconstruct what the writer wishes to communicate.

(Nuttal, 1982) Haris and Sipay (1980: 8) state reading is the meaningful interpretation of printed or written verbal symbols. Nuttal (1982) remarks that reading is process of getting a message from a text or understanding a written text mean extracting the information from the text as efficiently as possible. According to Mark A. Clark and Sandra Silberstein (1987) define that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.

b. The kinds of reading

According to Astuti (2002) classifies reading into three kinds, namely; reading aloud, silent reading and speed reading.

1) Reading aloud

Reading aloud is very important device that cannot be over looked in achieving the goal because it is a great aid in the developing our habits to practice, in reading aloud. The students will get experience as many times as possible.

2) Silent Reading

Silent reading tends to reinforce the reader to find out the e meaning of the words. This kind of reading leads the reader to a better comprehension. Silent reading is a skill to criticize what is writes to discuss something write means to draw inferences and conclusion as well as to express a new idea on the basis of what is read.

3) Intensive Reading

It is also called study reading. This involves closed reading of the text as the amount of comprehension should be high. The speed of reading is correspondently slower.

c. Types of reading

Abbott, Gerry, Greenwood, John and Douglas (1981) determined the types of reading for the purpose of reading;

1) Skimming

The eyes run quickly over the text to discuss what it is about, the main idea and the gist. However, a reader should look quickly across and down the page to find specific information he wishes.

2) Scanning

The reader is on the look out for a particular item he believes in the text. The scanning can be done to find name, data, statistic, or fact in writing. The eyes start quickly at the lines of writing.

3) Speed Reading

This kind of reading is use to improve speed and comprehension in reading. This skill is very important for student. This skill of speed reading must run side comprehension. The rate of reading speed however, depends on the kind of reading material. The rate of speed reading a story or narration will be different from the reading scientific materials.

d. Strategies in reading

Based on Mukhroji (2011), there are three strategies in reading that involve bottom-up, top-down, and interactive strategies.

a) Bottom-up strategies

Mukhroji (2011) states that the bottom-up strategy of reading assume that process of translating print to meaning begins with print. The bottom-up strategy are also used by the readers when they feel the next being read is difficult, readers start to identify the words meaning. Then, they combine the word meaning to get the understanding of the phrases, sentences, and paragraph until reaching the entire meaning of the text.

b) Top-down strategy

By top-down strategy, readers start to process the text by applying the higher level stage. Reader usually use top-down strategy when they have background knowledge and sufficient language competence about the text being read and when the clues in the text can activate the content schemata.

c) Interactive strategy

This kind of strategy is the process of translating print to meaning involve making use of both print and prior knowledge. The process is initiated by making prediction about the meaning and or by decoding graphic symbols. This strategy is combine both of bottom-up strategy and top-down strategy.

e. Definition of reading comprehension

Harris and Sipay (1980: 8) state that reading comprehension as the result interaction between the perception of graphic symbols that present language skills and knowledge of the world.

Tahir (2001) stated that reading comprehension is an active thinking process, which not only depend on comprehension understands what has been read. It is on active thinking process that depend not only comprehension skill but also the students experience and prior knowledge comprehension involves understanding vocabulary, seeing the relationship among words and concepts, meaning judgment and evaluating.

According to Mayor (2005) reading comprehension is understanding a text that is read, or the process of “constructing meaning” from a text. Comprehension is a “construction process” because it involves all of the elements of the reading process working together as a text is read to create representation of the text in the reader’s mind.

Alexander (1998) points out that reading comprehension involves taking meaning to a text in order to obtain meaning from the text. Comprehension is the act or process of comprehending. Beside, Holt (1996) states that reading comprehension is the minds act or power of understanding.

According to Irawati (2005), she stated that reading comprehension understanding what has been read. It is an active thinking process that depend not only comprehension skill but also the students experience and prior knowledge comprehension involves understanding vocabulary, seeing the relationship among words and concepts, making judgment and evaluating.

Based on definition above, we may concluded that reading comprehension is such a kind of language between an author and a reader in which the written language become the medium that cause the dialogue happen when the two persons communicate through the medium print.

f. Reading comprehension level

The term 'level' does not mean simply different degrees of difficulty. It refers to the attitude and reaction to what is read. There are several levels of comprehension. Higher level of comprehension would obviously include higher level thinking. Burn (1984:177) (Depdiknas, 2006) divides reading comprehension skill into four levels, as gives below:

a) Literal Comprehension

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection is a prerequisite for higher level understanding. Recognizing stated main ideas, detail, causes and effects, and sequence is the basis of literal comprehension, and though understanding of vocabulary, sentence meaning, and paragraph meaning is important.

1) Recognizing the central idea:

Frequently the author will express the main (or central or controlling) idea in a single sentence, call the thesis statement or topic sentence.

2) Identifying supporting details:

- How does the author support the main idea with facts, example illustration, or related argument.

- Before you read the passage, read the question. This way, if any of the question are about supporting details, you will know in advance which details to focus on. When you come to those details in your reading, make a mark in the margin.

- Sometimes the question about details asks you to identify the only one of the four details that is not in the passage. In this case, after you read the passage, check off each detail that you remember being in the passage. If more than one remains, skim the passage again until you can check off all but one.

b) Interpretive or Inferential Comprehension

Higher level of comprehension involves reading beyond or between the lines. The reader brings knowledge and experience to the act of reading and draws the differences. She must be able to read critically and analyze carefully what she has read. She also needs to see relationship among ideas, for example, how ideas go together and also implied meaning of the ideas. Interpretive or referential comprehension includes thinking process such as drawing conclusion, making generalization, prediction outcomes. At this level, teacher can asks more challenging question such as asking students to do the following task:

- Rearrange the ideas or topic discussed in the text
- Explain the author's purpose of writing in the text
- Summarize the main idea when this is not explicitly stated in the text.
- Select conclusion which can be deduced from the text they have read.

c) Critical or Applied Reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standard and drawing conclusion about their accuracy, appropriateness, and timeliness. Critical reading compares previous experiences to element in the new material such as content style, expression, information, and ideas or values of the author. In this level of reading skill. The reader must be an active reader, questioning, searching for fact, and suspending judgment until he or she has considered all the material. At this level, the students can be tested on the following skill.

- The ability to differentiate between act and opinion
- The ability to recognize persuasive statement
- The ability to judge the accuracy of the information given in the text.

g. Factors affecting reading comprehension

Anderson in Muhammad Arif (2006: 16) described the factors affecting reading comprehension. In this opinion means reside in the text itself. Meaning is

reached when the reader integrates the personal background knowledge, purpose for reading strategies, and text to get meaning.

The description above implies that to get a perfect comprehension in the reading process, there are some factors either internal or external that should be monitored. There are five categories of factors affecting reading comprehension, namely:

- Background experience. It refers to the previous experience that the readers have already known before and relates to the reading materials that they read.
- Language ability. In this case, the readers have to know about some elements of language, for example: vocabulary, grammar, etc.
- Thinking ability. It means that the readers ability to analyze the reading materials.
- Affection. It means that the readers have to know about some psychological factor that can affect the readers' comprehension. The factors are interests, motivation, attitudes, etc.
- Reading purpose. It refers to the readers' purpose why they read the reading materials. It usually done by making some question or predicting as a stepping stone to get comprehension.

a. MURDER strategy

According to the Sternberg model, the purpose of “Intellectual skills training” is not to develop intellectual skills as Gagne would define them, but to improve the general processing intelligence of the learner. To Sternberg, an intellectual skill is a chronometric series of discrete cognitive processes, including lower and higher processes. He does not draw a clear-cut distinction between training an intellectual skill itself and developing the processing capability that operates with or upon that knowledge. Sternberg's research indicates that intelligence-

improvement programs should offer at least three types of training: micro-component, macro-component, and meta-component training.

Microcomponent training. This type of training directly and separately focuses on specific information-processing subskills that underlie whatever learning tasks the student eventually must perform. These include what Newell and Simon (1972:19) have called “elementary information processes”. An example of microcomponent subskill involved in reading would be letter-group perception speed. Another example of a microcomponent necessary for performance of mathematical computations is recall of number facts from long-term memory.

Macrocomponent training. A second goal of intelligence training designed according to Sternberg’s theory is to facilitate development of relatively complex processing systems designated as macrocomponents. These are groups of component processes that frequently are chunked and thus can be viewed as one holistic skill. Examples of macrocomponents related to learning strategies include note taking and outlining skills. Macrocomponents almost exactly parallel Gagne’s description of intellectual skills. Schools have successfully taught many types of macrocomponents for years, and there is reason to suspect that these same technologies would work as well for any learning skill that can be subjected to task analysis.

Metacomponent training. A third goal of intelligence training, according to the Sternberg guidelines, is to engineer an executive control mechanism that flexibly and rapidly responds to problem-solving situations by mobilizing and organizing relevant micro and macrocomponents. Sternberg has argue that programs attempting to train a form of intelligence “should provide explicit training in both executive and nonexecutive information processing, as well as interactions between the two kinds” Sternberg et al., (1983)

According from the background problems, to develop a system learn an effective and efficient learning strategies applied to Murder adapted from the book by Bob Nelson’s (1984) “The Complete Problem Solver” which is a combination of several words which include:

1) Mood (Mood)

The learning process is a process that can develop all potential students. All the potential it might just be when students develop free from fear and strain. The realm of emotional intelligence is related to our view about life, our ability to have fun, alone and with others, as well as the overall sense of satisfaction and disappointment we feel. General mood realm also has two scales, as follows:

- Optimism, namely the ability to maintain a positive attitude realistic, especially in the face of tough times. In broadest sense, optimism is the meaning of the ability to see the life and maintain a positive attitude, even if we are in trouble. Optimism assumes the existence of hope in way people cope with life.
- Happiness, namely the ability to appreciate life, like yourself and others, and for excited and passionate in doing each activity.

Therefore need to be pursued so that the learning process is enjoyable processes that can be done, first, with arrange the room is neat and interesting, namely that meet the elements health, second, through the management of living and varying the using patterns and models of learning, media and sources relevant learning.

2) Understand (Comprehension)

In the dictionary of the Indonesian language that was published Department of Education and Culture said that the understanding is true or know the correct understanding. Understanding can be interpreted also a certain mastering the mind, then it means that learning must understand the mental and philosophical meaning, purpose and implications and its applications, causing students to understand the situation. It is very important for students to learn. Understand meaning, the meaning of it, is the ultimate goal of every of teaching. Have a fundamental understanding of the meaning of that put parts studied in proportion. Without it, the skill and knowledge attitude will not be meaningful. In the learning element of comprehension or understanding cannot be separated from other elements.

With motivation, concentration and reactions, then the subject can learn to develop the facts, ideas or with elements of skill and organization, then the subject can learn arranging these things are linked together into a pattern that logical, because studying a number of data as is it ,in multilevel or gradually, the subjects learn to begin to understand the meaning and the implications of these problems as a whole. Keep in mind that the comprehension or understanding, it is not just know but also requires that subjects learn can use the materials that have been studied and understood, when it's so then it is a fundamental study.

Comprehension a higher level of knowledge. Understanding requires ability to grasp the meaning or significance of a concept. But in fact many of the subjects studied in schools forget the elements of comprehension or understanding of this. Then it must be stressed that the comprehension or understanding it is dynamic, with this expected to be is creative. He will produce imagination and a calm mind, but if the study subjects truly understand the material in conveyed by the teacher, then they will be ready to give definitive answers on these questions or any question problems in learning. There are three kinds of understanding, such as:

- Understanding of Translation Namely the ability to understand the meaning contained in it for example, understand the Arabic sentences into Indonesian (Translation of the Qur'an).
- Understanding of Interpretation for example distinguishes two different concepts.
- Extrapolation of understanding namely the ability to see beyond the written, implicit and explicit, predict anything, and broaden your insight.

3) Recall (Repetition)

Repeating is an active effort to include information into long-term memory. This can be done with the "binding" facts into visual memory, auditory, or physical. The brain has many memory devices. More and more devices (senses) are involved; the better new information was recorded. The theory of repetition as a theory of learning has been stated clearly in the Quran where Allah Almighty told Adam repeated mention the names the object. The same thing happens when

Allah ordered Prophet Muhammad SAW read repeatedly, Allah SWT mentions iqra 'and ordered the prophet Muhammad repeat.

Recall not only to knowledge of the facts, but also given to a broad concept, which has been generalized in distribute, definitions, methods of approaching the problem. Recall, intended that students have the opportunity to establish or reconstitute information they have got. If you want to prove about the importance of repeating, see only tests performed on fifteen-year-olds by researchers Gates. He gave them all the nonsense syllables to be studied. Meaning of certain words that are not difficult to study because it has no meaning. This is what he found, note that each student miss the exact same time period for this learning task, only how they spend that time differently.

Time used to repeat at least be able to fold memory-emphasized. The ideal time to repeat the already learned is when we go back to topic after a pause. Other studies have shown an increase since only four times as much.

Students who do not always repeat the current study include new information is off. It makes learning difficult because there will be fewer words in the brain that can be used to associate some new information.

4) Digest (Review)

The success of a teaching process measured the extent to which students can master the subject matter presented teachers. Material the lesson itself is knowledge that comes from the eye lessons given in schools. Meanwhile, the subjects themselves are the human experiences of the past which are arranged in systematic and logical then described in textbooks and then that books that must be mastered of students.

The content or subject matter is the second component in the system of learning. In certain contexts, the subject matter is a core in the learning process. That is, the common learning process defined as the process of delivering the material. This can be justified when main purpose of learning is the mastery of the material learning (subject concrete teaching). To be achieve material students not only based on one book, because there are basically various sources that could be made

to obtain of knowledge. Some of the learning resources can be utilized in setting process of learning in the classroom include:

- Human Resources

Tools and teaching materials such as books, magazines, newspapers, and other printed materials, film slides, photographs, drawings, and others.

- Various Activities and Events

The definition of activity is any intentional act teachers designed to facilitate students' learning activities such as discussions, demonstrations, simulations, conduct experiments and others.

- Environment or Setting

Everything that can enable students to learn such as building schools, libraries, parks, laboratories, canteens and other school.

5) Expand (Development)

Development is a cumulative result of the learning. The result of learning process is to change student behavior. Individual will acquire new behaviors, sedentary, functional, and positive, based on and so forth. Behavior change as a result of learning is the overall behavior that includes aspects of cognitive, affective, and psychomotor. The thing to remember is that behavior change as a result learning is a change in behavior as a whole, not just only one aspect only. Some experts mention the existence of some types of behavior as a result of learning. Benjamin Bloom

says there are three areas of behavior as a result of learning that is cognitive, affective, and psychomotor. Lindgren in Mohammad Surya, "*Psikologi Pembelajaran dan Pengajaran*",(Jakarta: Pustaka Bani Quraisy, 2004: 17) mention that the contents learning consists of skills, information, understanding, and attitude.

6) Review (Relearn)

A process with effective learning will take place if the information learned can be remembered well and avoid of forgetting. Remembering is the process of receiving, storing and issued back information that has been received through observation, and then stored in the center of consciousness after being given an

interpretation. The process of remembering much influenced by various factors include individual factors, factors which should be something memorable, and the factor the environment. Of individuals, the process of remembering will be more effective if individuals have a great interest, strong motivation, has a method specified in the observation and learning. So from that relearn the material has been learned is that business that memory is not easy forgotten.

b. Steps in learning MURDER strategy

Based on the above understanding of learning strategies Murder, then in this discussion is a step-by-step implementation strategy Murder learning are as follows:

- 1) The first step associated with mood (mood) is creating a positive mood to learn. This can be done by determining the time, learning environment and attitudes accordance with the personality of students.
- 2) The second step deal with understanding is by doing silent reading to the entire the text, mark or underline the text which hard to understand and trying to understand some aspects in the text for instance; the main idea for each paragraph, difficult words, language features in the text, etc.
- 3) The third step is associated with repetition, after studying the material in a subject, immediately stopped. After that, repeat the lesson discuss the material with the words of the students. It can be done by making summarize.
- 4) The fourth step is associated with a review soon back on learning materials that are not understood in recall phase and clarify information based on the text.
- 5) The fifth step is to ask related to the development to yourself about the three issues below, once completed studying one subject, namely:
 - If you could meet the author, what kinds of question or critics would you proposed?
 - How can apply the material on society?

- How can make this information interesting and easily understood by other students?
- 6) The sixth step is associated with the review is to learn back to the subject matter that has been studied.

RESEARCH METHOD

This research is a Quasi-experimental with The Non-equivalent Control Group Design. The population of this research is the second year students of SMAN 12 Bulukumba in academic year 2019/2020 which consists of five classes. The total size of population is 141 students. The researcher used reading test in pre-test and post-test. The test items were consisting of two text with 12 questions in pre-test and post-test. The vocabulary test focuses on three parts of reading comprehension (Literal, interpretive, critical). The reading test consists of 4 items that refers to literal comprehension, 4 items refers to interpretive comprehension and 4 items refers to critical comprehension. To know the students' response on the use of MURDER strategy to improve their reading comprehension, questionnaires was distributed to students in experimental group after the experimentation was conducted.

RESULT AND DISCUSSION

A. The effectiveness of MURDER strategy in improving students' reading comprehension before and after treatment

The findings of the research percent mean score of pre-test and post-test on literal, interpretive and critical comprehension of the experimental group and the control group.

The mean score and standard deviation of the students' pre-test and post-test.

READING				
Groups	Mean score		Standard deviation	
	Pre-test	Post-test	Pre-test	Post-test
Experiment	51,75	73,52	16,69	9,18
Control	54,84	67,41	12,59	10,92

Table 2.10 shows total number of each group which the experimental group was 29 students and a control group was 29 students. The mean score and standards deviation were shown the difference in pre-test and post-test to both of the groups. From the data showed the mean score of experimental and control group was mostly in the same score before giving treatment, where pair pre-test experimental 51.72 or it was in poor category and pre-test control was 54.84 or it was in poor category as well. However, after giving treatment, the post-test score both of group; experimental and control groups showed a difference score of mean score. In post-test experimental was 73.52 or it was in fairly good category based on main score and post-test control was 67.41 or it was in fairly good category. It means that there is an improvement after giving treatment. Yet the use of MURDER strategy is more effective to improve reading comprehension than used conventional ways.

Figure 4.4 show the comparison the mean score and standard deviation of the students' pre-test and post-test for both groups.

Figure 4.4 the mean score and standard deviation of the students' pre-test and post-test.

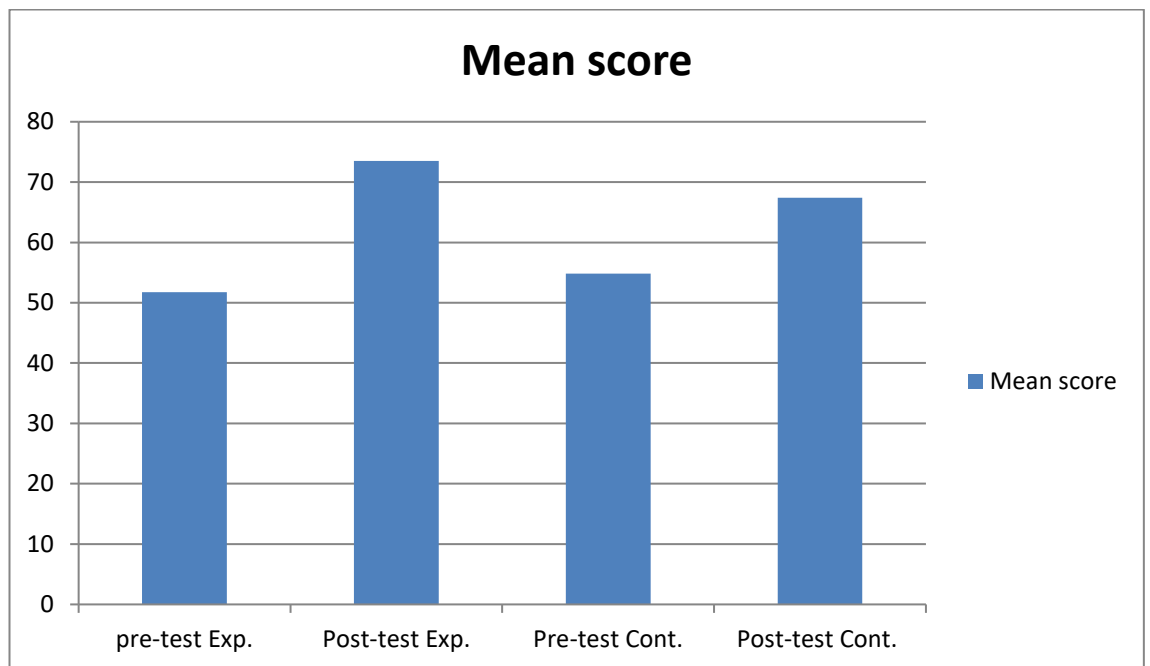


Figure 4.4 shows the mean score of students' pre-test and post-test. After applying treatment, the students' reading comprehension improved for experimental group students' score was 51.75 improved to 73.52 in post-test. It means the students' score and for control groups 54.84 improved to 67.41 however the students in experimental group was higher than control group (73.52>67.41). it proves that using MURDER strategy was effective to improving students' in reading ability.

Table 2.11: the table percentages of the students' pre-test

READING (Pre-test)						
NO	SCORE	Categories	Experimental		Control	
			F	%	F	%
1	96-100	Excellent	0	0	0	0
2	86-95	Very good	0	0	0	0
3	76-85	Good	2	6,89	0	0
4	66-75	Fairly good	3	10,34	7	24,13
5	56-65	Fair	8	27,58	8	27,58
6	36-55	Poor	11	37,93	11	37,92
7	0-35	Very Poor	5	17,24	3	10,34
Total			29	99,98	29	99,97

Table 2.11: showing the frequency and rate percentage of students' scores on pre-test in reading comprehension. From this table, it can be seen that the students' score in experimental groups and control group was different. In experimental group, the score of the students tend to spread from very poor to good category. There were 2 students (6.89%) in good category, 3 students (10.34%) were in fairly good category, 8 students (27.58%) were in fair category, 11 students (37.93%) were in poor category and 5 students (17.24%) were in very poor category. Unlike for the control group, the students' score spread dominantly in very poor to fairly poor category. There were 7 students (24.13%) in fairly good category, 8 students (27.58%) were in fair category, 11 students (37.92%) were in poor category and 3 students (10.34%) were in very poor category.

Table 2.12: the table percentage of the students' post-test

READING (Post-test)						
NO	SCORE	Categories	Experimental		Control	
			F	%	F	%
1	96-100	Excellent	0	0	0	0
2	86-95	Very good	3	10,34	2	6,89
3	76-85	Good	8	27,58	6	20,68
4	66-75	Fairly good	14	48,27	7	24,13
5	56-65	Fair	3	10,34	10	34,48
6	36-55	Poor	1	3,44	4	13,79
7	0-35	Very poor	0	0	0	0
Total			29	99,97	29	99,97

Table 2.12 showing there is significance difference score after giving treatment, the frequency and rate percentage of students' scores on post-test in reading comprehension. From this table, it can be seen that the students' score in experimental group and control group was different. In experimental group, the score of the students tend to spread from poor to very good category. There were 3 students (10.34%) in very good category, 8 students (27.58%) were in good

category, 14 students (48.27%) were in fairly good category, 3 students (10.34%) were in fair category and there is only 1 student (3.44%) was in poor category. It difference with the control group, the students' scores were spread also dominantly in poor to very good category. There is no one student categorized as excellent, there were 2 students (6.89%) in very good category, 6 students (20.68%) were in good category, 7 students (24.13%) were in fairly good category, 10 students (34.48%) were in fair category and 4 students (13.79%) were in poor category.

C. Hypothesis Testing

The Hypotheses was tested by using inferential analysis. In this case the researcher used t-test (test of significance) for independent sample test that was a test to know the significance difference between the result of students' mean scores in pre-test and post-test in control and experimental group.

Assuming that the levels of significance (α) =0.05, the only thing which was needed, the degree of freedom (df) = 56, where $N1 + N2 - 2 = 56$; then the result of the test was presented in following table.

Table 2.16 the P-value of the t-test of the student's overall reading comprehension achievement on control and experimental group.

Variable	t-test	(α)	Remarks
Pretest of control and experimental group	-0.79	0.05	Lower than t-table (1.67)
Posttest of control and experimental group	2.31	0.05	Greater than t-table (1.67)

Based on the result of the data analysis as summarized in Table 2.16 above on pre-test of control and experimental group, the researcher found that the t-test (-0.79) was lower than t-table (1.67) and the degree of freedom 56. It indicates that the mean scores of pretest for both groups were not significantly different. This means that the student's reading comprehension was similar accordingly before

the treatments applied. While the data analysis on posttest of control groups and experimental groups shows that the t-test was greater than α ($2.31 > 1.67$). This indicates that the mean scores of posttest for both groups were significantly different. This means that the improvement on student's overall reading comprehension of experimental group after the treatments was significantly higher than of control group. It indicated that the alternative hypothesis (H_1) was accepted and the null Hypothesis (H_0) was rejected. It means that MURDER strategy was significantly better than conventional strategy in improving the student's overall reading comprehension.

A. Discussion

1. The Effectiveness of the Use of MURDER strategy in Improving the Students' Reading comprehension

The finding of the research proved that there is a significant difference between the experimental and control groups after the treatment was conducted. The result is in line with the previous study conducted by Susilawati (2012) that the high understanding of text meaning tends to improve students' reading comprehension. Having a significant difference means that the treatment of the study which was using MURDER strategy give a positive impact to the students in the experimental group. The score difference of both classes in the post-test can be clearly seen from the statistics result as stated in the hypothesis testing above. The value of t-test (t_{test}) is higher than the value of t-table in the table (t_{table}) and the p value is lower than 0.05. It can be said that the alternative hypothesis proposed by the researcher —there is a significant difference in students' reading comprehension between those who are taught by MURDER strategy and those who are not is accepted. Based on the results of the study, it is concluded that teaching reading by using MURDER strategy contributes significant difference between the students' reading comprehension achievement in experimental group which is higher than the students' vocabulary achievement in control group.

2. The Implementation of MURDER strategy in Improving Students' Reading comprehension

Most of the students state that the use of MURDER strategy is very important and can facilitate them to understand the text deeper, especially while reading. This technique has positively impacted the ability to understand the meaning from the story of the students. To be successful in improving students' vocabulary mastery using MURDER strategy, there are at least 6 steps that need to be done teacher consistently used in eight treatment meetings.

These steps are scientifically proved by researcher that is able to make students succeed to improve the students' comprehension by identifying the specific information. Through these steps, the effects of MURDER strategy and reading comprehension in are significant enough to be considered when English teachers are want to improve their student's comprehension in reading.

For this reason, the researcher believes that this strategy will greatly advance the understanding of reading comprehension among teachers and students, help to improve the students' ability of handling text in English in their learning process especially related to their major, help in turn to enhance their comprehension, and give more constructive suggestions for both English teaching and learning. The researcher also believes that MURDER strategy is better strategy, and recommended highly to the students, to improve their reading comprehension and their English proficiency level.

CONCLUSION AND SUGGESTION

1. The MURDER is an effective strategy to improve students' reading comprehension at SMAN 12 Bulukumba. Students were able to understand the passage in literal, interpretive and critical comprehension using the MURDER strategy. It can be seen from the significant difference in mean score between the experimental and the control group in post-test. It means that both groups are in the same level of category before the treatment is

conducted. By giving the treatment, students in the experimental group achieve higher mean score than the students in the control group. Therefore the hypothesis of this research is accepted.

2. The MURDER strategy is well implemented by the students and the implementation is able to improve the students' reading comprehension. Most of the students state that the use of MURDER is very important and facilitate them to understand the passage by looking at specific information and continuously repeating the current information so that can be transfer into students' long term memory. However, the successful implementation of MURDER strategy in improving students' reading comprehension in EFL class is depending on how well the researcher explains the importance of the strategy and how well the respondents understand how to apply this strategy while reading.

A. Suggestion

Based on the conclusion above, the researcher proposed some suggestions:

1. To the students, it is suggested for them to apply MURDER strategy to improve their comprehension especially while reading. Reading is one of the effective ways to gain information. Therefore, by using appropriate strategies such as MURDER strategy, teaching reading will become easier and fun.
2. To the teachers, they need to find appropriate learning strategies to be applied to the students. Therefore, to use MURDER strategy is recommended to increase the students' reading comprehension.
3. To other researchers, it would be great if there is another researcher who is interested in the same topic and has initiative to reveal more deeply about the study of MURDER strategy, because this research has its own limitation.

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