

CHAPTER I

INTRODUCTION

1.1 The Background of the study

The 21st century is a century based on science and technology, so it demands the human resources of a country to master various forms of skills, including critical thinking skills and problem solving from various increasing problems. One of the new programs from the Indonesian government in schools is launching the *Gerakan Literasi Sekolah (GLS)* in the 2013 curriculum regulated in (Permendikbud 23/2015) regarding the growth of reading interest through 15 minute reading activities. This shows the role of the government is very concerned in developing students 'interest to read various literature both fiction and non-fiction in addition to subject books, so that students' reading skills can develop and increase. Reading is one of skills in language which is taught formally in Indonesia from elementary school up to university level. Reading is the most important skill in learning language besides speaking, writing, and listening. By reading, students can take the information and increase their knowledge from the reading texts. With a lot of information, students can learn to give response on what they read.

Carrel (1996:1) stated reading is the most important of the four skills in second language particularly in English as second or foreign language. Reading becomes the most important skill in language teaching. Because of its importance in language teaching, most of us consider reading as the main reason why we learn language. Reading is also something crucial for the students because the success of their study depends on the greater part on their ability to read. If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will

have a better chance to succeed in their study. As reading to be one of the receptive skill to master make the English teachers ought to motivate, and train the students for the purpose of gaining a good reading skill.

Based on the preliminary observation on the teaching learning process in SMP Nasrani 2 Medan. The writer found that the students reading comprehension was still low. The writer tried out the low reading ability of the students by giving them a pre-test, and the result of reading comprehension of ninth grade students it's still low due to several factors. First, students still had difficulties in identifying the meaning of English words. Second, students could not answer the question because they less knowledge of English words. Third students are not able to retell what has been read. Next, lack of students interests in reading, especially in reading a long text. The last but not least, teachers could not find the appropriate method or technique in presenting the material. Based on the factor above, the teacher should consider to finding right technique to get students more motivate to have the students attain the highest achievement.

Table 1.1
Students Score on Observation Ninth Grade -1 of SMP Nasrani 2 Medan

| No. | Name of the Students | Number of Question | Number of Correct Answer | Score | Passing Grade | Pass/Fail |
|-----|----------------------|--------------------|--------------------------|-------|---------------|-----------|
| 1 | RFL | 20 | 17 | 85 | 70 | Pass |
| 2 | MRD | 20 | 13 | 65 | 70 | Fail |
| 3 | JSN | 20 | 15 | 75 | 70 | Pass |
| 4 | CHN | 20 | 10 | 50 | 70 | Fail |

| | | | | | | |
|--------------|-----|----|----|----------------------------------|----|------|
| 5 | HKI | 20 | 4 | 20 | 70 | Fail |
| 6 | RHL | 20 | 7 | 35 | 70 | Fail |
| 7 | ABL | 20 | 5 | 25 | 70 | Fail |
| 8 | DNI | 20 | 4 | 20 | 70 | Fail |
| 9 | CLA | 20 | 4 | 20 | 70 | Fail |
| 10 | LCU | 20 | 4 | 20 | 70 | Fail |
| 11 | GBL | 20 | 5 | 25 | 70 | Fail |
| 12 | MKL | 20 | 8 | 40 | 70 | Fail |
| 13 | FBY | 20 | 9 | 45 | 70 | Fail |
| 14 | IVN | 20 | 12 | 60 | 70 | Fail |
| 15 | ADY | 20 | 11 | 45 | 70 | Fail |
| TOTAL | | | | $\Sigma = 630$ | | |
| MEAN | | | | $X = 42$ | | |

In the test, the total score of students was 630 and the number of the students took the test were 15, so the mean of students score was :

$$X = \Sigma x / N$$

$$= 630 / 15 = 42$$

Note : X = Mean

Σx = All total students score

N = The number of students

Table 1.2
Students Score on Observation Ninth Grade -2 of SMP Nasrani 2 Medan

| No. | Name of the Students | Number of Question | Number of Correct Answer | Score | Passing Grade | Pass/Fail |
|--------------|----------------------|--------------------|--------------------------|----------------------------------|---------------|-----------|
| 1 | AGL | 20 | 16 | 80 | 70 | Pass |
| 2 | ARM | 20 | 16 | 80 | 70 | Pass |
| 3 | NCS | 20 | 15 | 75 | 70 | Pass |
| 4 | MHL | 20 | 14 | 40 | 70 | Fail |
| 5 | PDA | 20 | 14 | 50 | 70 | Fail |
| 6 | PRI | 20 | 13 | 55 | 70 | Fail |
| 7 | PCE | 20 | 12 | 60 | 70 | Fail |
| 8 | AIA | 20 | 12 | 50 | 70 | Fail |
| 9 | KVN | 20 | 12 | 60 | 70 | Fail |
| 10 | LYA | 20 | 4 | 20 | 70 | Fail |
| 11 | JHN | 20 | 5 | 25 | 70 | Fail |
| 12 | DVI | 20 | 8 | 40 | 70 | Fail |
| 13 | PTR | 20 | 9 | 45 | 70 | Fail |
| 14 | ARS | 20 | 12 | 60 | 70 | Fail |
| 15 | ERK | 20 | 11 | 55 | 70 | Fail |
| TOTAL | | | | $\Sigma = 795$ | | |
| MEAN | | | | $X = 53$ | | |

In the test, the total score of students was 795 and the number of the students took the test were 15, so the mean of students score was :

$$\begin{aligned} X &= \sum x / N \\ &= 795 / 15 = 53 \end{aligned}$$

Note : \bar{X} = Mean

$\sum x$ = All total students score

N = The number of students

Referring to the above problems, it is important to apply the methods or strategies that can solve the problem, which is a method that can bring students out of boredom, competitive classroom atmosphere, and more student-centered, and that can improve students' reading comprehension. One of the techniques in teaching reading that may be suitable with the condition of the teaching – learning process in SMP Nasrani 2 Medan is MURDER technique. MURDER technique is a reading technique in cooperative learning model developed by Hythecker, Dansereau, and Rocklin (1988:26). The word MURDER stands for Mood, Understand, Recall, Detect, Elaborate, and Review.

Based on the reasons above, the writer is interested in using murder technique on teaching reading in SMP Nasrani 2 Medan entitled **“The Effect of Using Murder Technique on the Students’ Achievement in Reading Comprehension at Ninth Grade Students’ of SMP Nasrani 2 Medan”**.

1.2 The Problem of the Study

Based on the background of the research, the writer formulates the statements of the problem as follows:

“Does the use of MURDER technique affect the students’ achievement in reading comprehension at Ninth Grade students’ of SMP Nasrani 2 Medan?”

1.3 The Objective of the Study

Based on the problem statements, the objective of the study is to find out whether using MURDER technique affect the students’ achievement in reading comprehension at Ninth Grade students’ of SMP Nasrani 2 Medan

1.4 The Scope of the Study

The scope of the study is focused on how MURDER technique has an effect of students’ achievement in reading comprehension. Burns (1984:177) classifies the level of reading comprehension into four types, as follows : literal comprehension, interpretive comprehension, critical comprehension and creative comprehension. There are so many text in reading comprehension i.e Narrative, Descriptive, Recount, Report, etc. In this research, the writer focuses on Recount text in literal comprehension at ninth grade students’ of SMP Nasrani 2 Medan. There are two classes of ninth grade in SMP Nasrani 2 Medan, they are IX-1 and IX-2

1.5 The Significances of the Study

This research is expected to be usefull in theoritically and practically as follows :

1.5.1 Theoretically

The result of the study is expected to be useful for :

1. The teachers who want to enrich their horizon of using technique in teaching English.
2. The researchers who want to use the research finding as the references to conduct their further research.

1.5.2 Practically

The result of the study is expected to be useful for :

1. To the English teacher, the writer hopes that this research will help them to motivate them to find new methods and techniques which are appropriate in teaching reading, and improve their ways in teaching reading. The teachers can use MURDER technique in their classroom to make the students more active and conduct other activities in teaching-learning process.
2. To the English Student, the writer hopes that the use of MURDER technique in teaching-learning reading can reduce the students' problems in reading, improve students' achievement in reading, and make them more active in teaching-learning process.

1.6 Hypothesis

The hypothesis of the research is formulated as follows :

Ha : There is a significant effect of using MURDER technique on the students' achievement in reading comprehension.

Ho : There is no significant effect of using MURDER technique on the students' achievement in reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In doing research, theories are needed as the basic concepts to have a clear perspective of implementation in the field. In this case, the writer is going to elaborate the theories which are important for the purpose of this study.

2.2 Definition of Reading

Burnes and Page (1985:45) stated reading as an interactive process in which the readers engage an exchange of ideas with an author via text. Based on the definition above, the writer defines readers' understanding of the text as a kind of exchange of ideas with the author, the author can directly construct their ideas, their perceptions, their feelings, and their intentions in words, and the reader has some purposes in attempting to understand the text that they have been read.

Nuttall (1982:14) stated reading as the act of responding with appropriate meaning to prints or written verbal symbols. Based on the definition above, reading is the result of interaction between the graphic symbols that represent language and the reader's language skill, and cognitive skills and knowledge of the words. In this process, the reader tries to recreate the meaning intended by the writer.

Ahuja and Ahuja (2001:5) stated that reading is both a sensory and mental process, it involves use of the eye and the mind. The eyes receive messages and the brain has to work out the significance of the messages. Based on the definition above, reading is not only read the text but also understand the meaning of written text being read.

The writer concludes that reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader, and reading is not only the process of read the text, but also understand the meaning of written text being read.

2.2.1 Types of Reading

Patel and Jain (2008:117) stated there are four types of reading, there are Intensive Reading, Extensive Reading, Silent Reading and Aloud Reading.

1. Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learners read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learners needs book to acquire knowledge is the kind of intensive reading.

There are few characteristics of intensive reading:

1. This reading helps learner to develop active vocabulary.
2. Teacher play main role in this reading.
3. Linguistic items are developed.
4. This reading aims at active use of language.
5. Intensive reading is reading aloud.
6. In Intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

Based on the definition above, intensive reading refers to reading short texts thoroughly and not to read many texts for fluency, but rather to read a shorter piece of text to gain a deeper understanding of the text.

2. Extensive Reading

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update.

Characteristics of Extensive reading:

1. It helps learners to develop to active vocabulary.
2. Extensive reading is silent reading.
3. In extensive reading the subject matter is emphasized.
4. In the extensive reading the learners play the main role because they ask for measures.
5. In extensive reading the idea can be developed.
6. The aim of extensive reading is to enrich the learners' knowledge.
7. Through extensive reading the good reading habit can be developed.

Based on the explanation above, extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

3. Aloud Reading

Reading aloud is a teaching context in which students are actively listening and responding to an oral reading of a text. What the teacher can do for better and effective teaching of reading as under:

1. The material which teacher presented before students should be according to previous knowledge of the students or related to their own experience.
2. The teacher should emphasize on the stress of learners.
3. The teacher should be very careful while process of reading is going on. If any mistake is committed by learners, he should correct it. Correction should be friendly and productive.
4. The teacher should care about all readers. Should also draw his attention toward weak readers.
5. While teacher presented model reading, this model reading should be according the level of readers, so that readers could understand it very well and pronounce very well.

Based on the definition above, reading aloud gives students an opportunity to hear the instructor model fluency and expression, and engage students in joy of reading and meaning of the texts.

4. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of

information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enable to read without any audible whisper.

Based on the definition above, in silent reading there is no movement of the lips or the tongue, the students should be taught to read in such a way there is movement of their lips and tongue.

2.3 Definition of Reading Comprehension

Olson and Diller (1982:42) stated reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. Based on the definition above, reading comprehension is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language.

Durkin in Cohen (2008:174) stated reading comprehension has been defined as intentional thinking which is the meaning is structured through interactions between text and reader. Based on the definition above, reading comprehension is the end goal of all reading, which is the understanding, gained from text. Reader can have a surface or literature understanding of what was read, or they can gain a deeper understanding involving inferring meaning from what is not explicitly stated, analyzing information and the meaning into a new or deeper meaning.

The writer concludes that reading comprehension is a complex activity where the reader can get knowledge from the text both of information or message, and decides how they relate to previous knowledge he has acquired and judges their appropriateness and worth for meeting his own needs and objectives.

2.3.1 Levels of Reading Comprehension

Burns (1984:177) stated there are four levels of reading comprehension:

1. Literal Comprehension

Literal comprehension involves acquiring information that directly stated in a text, this level is important because it is a prerequisite for higher-level understanding. At this level, the readers are able to comprehend what the author has said.

2. Interpretive Comprehension

Interpretive comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. At this level, the readers are able to understand what the author means.

3. Critical Comprehension

Critical comprehension is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness. Critical comprehension depends upon literal comprehension and grasping implied ideas is especially important.

4. Creative Comprehension

Creative comprehension involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it requires them to use their imagination.

2.3.2 Elements of Reading Comprehension

Snow (2002:13) stated comprehension has three main elements. They are reader, text, and activity. Reader refers to a person who is doing the comprehending. The text refers to the material to be comprehend. At last, activity refers to the ongoing process of achieving deep understanding.

The first element of reading comprehension is the reader. Snow (2002:13) states that the reader must have a wide range of capacities and abilities. They include cognitive capacities, motivation, and knowledge. The cognitive capacities include attention, memory, critical analytic ability, inference, visualization ability, etc. Motivation refers to the purpose of the reader in reading, an interest to the text being read, and self-efficacy as a reader. Knowledge involves vocabulary mastery, domain and topic knowledge, linguistics and discourse knowledge, and knowledge for certain comprehension strategies.

The second element of reading comprehension is text. The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the readers construct different representations of the text that are important for comprehension. These representation includes the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text.

The last element of reading comprehension is the activity. Reading is done for some purposes. A reader has a purpose which can be either externally imposed or internally generated. The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. During reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher level linguistic and semantic processing and monitoring.

2.3.3 Strategies on Reading Comprehension

Grellet (1998:4) stated some strategies in reading comprehension as follows:

1. Scanning

Scanning is quickly going through a text to find a particular piece of information. The readers only try to locate specific information (ex: name, a date, etc) and do not follow the linearity of the passage.

2. Skimming

Skimming is quickly running one's eyes over a text to get the gist of it. It is an activity which requires an overall view of the text and implies a definite reading competence.

3. Extensive Reading

Extensive reading is reading longer text, usually for one's pleasure. This is a fluency activity mainly involving global understanding. Reader has general understanding without necessarily reading every word.

4. Intensive Reading

Intensive reading is reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detailed. Readers are expected to understand everything they read and to be able to answer detailed vocabulary and comprehension questions.

2.4 Definition of Recount Text

Recount text is a text which retells events or experiences in the past. The purpose is either to inform or to entertain the audience. But inside recount text there is no complication just like in narrative text. The writer believes that recount text is the text which is so close to the students'

life. The students do not need to think hard to find the ideas in creating the story, because they went through with the events, so they can write the story smoothly.

Furthermore, Derewianka (1990:14) stated recount text is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience. Recount text is very similar with narrative text, so the thing that differentiates both of them is the schematic structure of the body paragraph. There is no complication among the participants in recount text. Instead, in recount text explores the series of events which happened to the participants.

2.4.1 The Function of Recount Text

According to Anderson (1997:53), Recount text is a piece of text that retells past events. The purpose of a recount text is to list and describe past experiences by retelling events in the order which they happened.

1. Social Function

To retell events with the purpose of either informing or entertaining their audience (or both).

2. Generic Structure

1. Orientation : Provide the setting and introduce participants
2. Events : Tell what happened in chronological sequence.
3. Re-orientation : Consist of optional – closure of events/ending.

3. Significant lexical grammar features

1. Focus on specific participant, e.g. I (the writer).
2. Using temporal sequence, e.g. On Saturday, On Monday.

3. Using simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
4. Using the conjunctions, such as: then, before, after, etc.
5. Using action verb, e.g. went, stayed.

2.4.2 The Example of Recount Text

Experience at School

Ten years ago, I learned at SD Teladan, Metro. I had numerous vital minutes with my friends at school. My friends were thoughtful to me and they were keen. I joined some extracurricular exercises at school. I joined Marching band, Football, and Rohis. I cherished music all that much. I used to practice customary play football with my friends each Friday after school. My teacher was furious and discipline. We needed to go ahead time. He would give discipline in the event that we came late. We generally honed truly in light of the fact that we would join Football Competition the accompanying months. We would demonstrate our best in that rival. At that point, the day came. We were so apprehensive toward the starting. I was compelled to admit I would do botches in my move developments. The audiences were so eager to see us. I could perceive my mom on the center of the group in the room. He attempted to persuade me and gave soul. I could likewise perceive my instructor remaining close to my mom.

He grinned and offered soul to us. We were back to our instructor subsequent to performing. He said that we had performed exceptionally well. He said that He would gave a little assessment in our everyday rehearse. After an hour, the judges declared the victor. With grin and little cry, we came in front the stage to take the prize. We get the second winne. We were so glad. Then again, my teacher said that we ought to practice more to have a superior execution in the following rivalry.

I from time to time working on walking band on the grounds that the calendar regularly got squashed with football. I preferred to join football. I love football very much. It was my most loved extracurricular movement. In this action, I figured out how to play football well. My friends and I regularly fight with football team form other school. We felt regarded and pleased to play for our school. In the customary banner service at school, we likewise sang some national melodies. My teacher additionally taught us to sing a few children melody in intrude. I generally felt content to sing. It consumed my soul. I was so eager to sing a melody. One day, my class instructor tested us to sing whatever tune we knew. On the off chance that we were courageous to sing before the classroom, my class teacher would give chocolate. Without uncertainty, I went to the front and began to sing. The main verse was going admirably. My friends appeared to make the most of my voice. The second verse was smooth. However, abruptly i got hack amidst the third Verse and the greater part of my friends giggled in the classroom. My throat was bothersome. My instructor issued me a glass of water to drink and the chocolate. I felt embarrassed on the grounds that I got cough when I was singing. Then again, I was so cheerful to get the chocolate. That story was dependably re-told by my friends everytime we held get-together. That was an interesting story they said.

2.5 Definition of Mood, Understanding, Recalling, Detecting, Elaborating, and Reviewing (MURDER) Technique

MURDER technique is one of the types of cooperative learning techniques. Cooperative learning may be broadly defined as any classroom learning situation in which students of all levels of performance work together in structured groups toward a shared or common goal. MURDER technique was introduced by Hythecker, Dansereau, and Rocklin. The word MURDER stands for Mood, Understand, Recall, Detect, Elaborate, and Review.

Hythecker, Dansereau, and Rocklin (1988:26) stated MURDER technique is the cooperative learning technique that make students in a good mood when studying, familiarize students to read learning material before studying at class, and train students to be able to speak and express opinions to his or her friends. The students can encourage themselves to process the content of material with different goals for each steps.

Ingo, Fischer and Hesse (2006:11) stated there are two objectives of the MURDER-script. First, learners are supposed to acquire knowledge about text content. Second, they are supposed to acquire text-learning strategies. These strategies include cognitive skills such as explaining and metacognitive skills such as monitoring

O'Donnell & Dansereau (1992:26) stated the MURDER script was developed to support dyads in face-to-face settings with respect to text comprehension. First, a text of several pages will be segmented into smaller sections. For each section, the MURDER script specifies several activities for two learners. Based on the some ideas above, it can be concluded that MURDER technique is a cooperative technique done in pairs which includes cognitive skills (such as explaining) and metacognitive skills (such as monitoring). MURDER technique has six steps, Mood, Understand, Recall, Detect, Elaborate, and Review. Every step has different goal to help the students in comprehending a text.

2.5.1 Basic Steps in MURDER Technique

Cafferty, Jacobs, and Iddings (2006:187-188) stated there are some steps in applying MURDER technique. Those steps include Mood, Understand, Recall, Detect, Elaborate, and Review.

1. Mood

A pair of students sets a relaxed purposeful mood before beginning their work. They make sure they are clear on the procedure to follow and engage in a little chit- chat.

2. Understand

During this stage, the students are encouraged to follow the author's main train of thought without getting bogged down by difficult or unfamiliar material. Reading a passage section for understanding with no pressure to memorize or comprehend details. In this step learners are supposed to read the whole book of basic principles thoroughly.

3. Recall

Without looking at the text, one member of the pair acts as a recaller who summarizes the key ideas of the section.

4. Detect

The other partner looks at the text, detects any errors, omissions, or unnecessary information in the summary and discusses these with the recaller. The role of recaller and detector rotate for the next section.

5. Elaborate

Both students elaborate on the ideas in the section. The types of elaborations include the following :

1. Connections with other things the students have studied.
2. Links between the section and students' lives.
3. Addition of relevant information not included in the section.

4. Agreements or disagreements with the views or ideas expressed the section.
5. Reaction to the section such as surprise, gladness, or anger.
6. Applications of the ideas and information.
7. Questions, either about things not understood or questions sparked by the section.

6. Review

When the entire text has been completed, the pair combines their thoughts to summarize the entire text.

Based on the steps above, the writer constructed activities in teaching reading using MURDER technique by drawing list of activities. The list of activities that is suitable with the students' problem in reading comprehension; identifying the main idea, finding specific information, making inference, and the understanding of vocabulary.

2.5.2 Advantages of MURDER Technique

There are six steps in MURDER technique and each step has several purposes, Hytecker, Danserau, and Rocklin (1988:26). Those advantages are as follows:

1. Mood

It helps the students to focus on the material and the task, and to use the study time efficiently. It also allow the students to study more effectively, because an individual will usually not be able to study effectively if he or she is in an environment that is distracting or just generally irritating.

2. Understand

It helps the students to follow the author's main train by removing pressure to understand in detail.

3. Recall

This step helps the students to rehearse the material, to identify the main idea of each paragraph, and to transform the material into an oral mode and into the students' own word.

4. Detect

It encourages the students to make the summary as accurately as possible by detecting any errors or omissions.

5. Elaborate

It guides the students to give the information in the summary more memorable.

6. Review

It guides the students to produce the super summary for the entire passage.

2.5.3 Disadvantages of MURDER Technique

Besides having advantages, MURDER technique also have disadvantages, Hythecker, Dansereau, and Rocklin (1988:26), as follows:

1. The group setting should be heterogeneous based on the students' characteristics, and it should be not too big of each group.
2. The wrong choice of choosing the member of each group will make conflict among the members that will not promote better learning.
3. The students will not succeed if they cannot work well together.
4. The technique does not work due to students' passivity.

2.6 Conceptual Framework

Reading is an active process. Reading can be defined for two points of view. First, reading as the process to understand the written text in order to comprehend the context of the text. Second, reading as the process of decoding the printed letters into sounds. Through reading, students can learn how to make sense of text in order to extract the information they read. However, second language students may face some issues dealing with reading comprehension. The learner's lack of interest in reading may cause the learners hard to comprehend. The students can not fully recognize the sentence as well as the meaning and sometimes they feel that reading is not interesting, and as the result the students don't know how the information which given in the text and the students also can not express the content. That's why it is necessary to have a

way in minimizing the problem, the case should be noticed in order to increase their ability, so the students can get the meaning of the text.

Considering the problem above, the writer proposes the , MURDER technique. MURDER technique is an activity that enables students to interact with other students in the positive environment. It provides students with chance to ask, to negotiate, to share information, and to clarify ideas through discussion. **Mood** step encourages students to relax and focus on the material. By doing this step, it is hoped that the students will be enjoy during learning process. In the **Understand** step, the students read the text and identify the meaning of difficult words in order to understand the text. The students are also encouraged to follow the author's way of thinking. It is focus on main idea, specific information, and word meaning. The next step is **Recall**. In this step, the students try to make a summary of the main points of the text. It helps the students to transform the material into an oral mode and into the students' own words, leading to multiple encoding. In the **Detect** step, the students are encouraged to make the summary as accurately as possible by detecting any errors or omissions from their memory and then by referring to the written material.

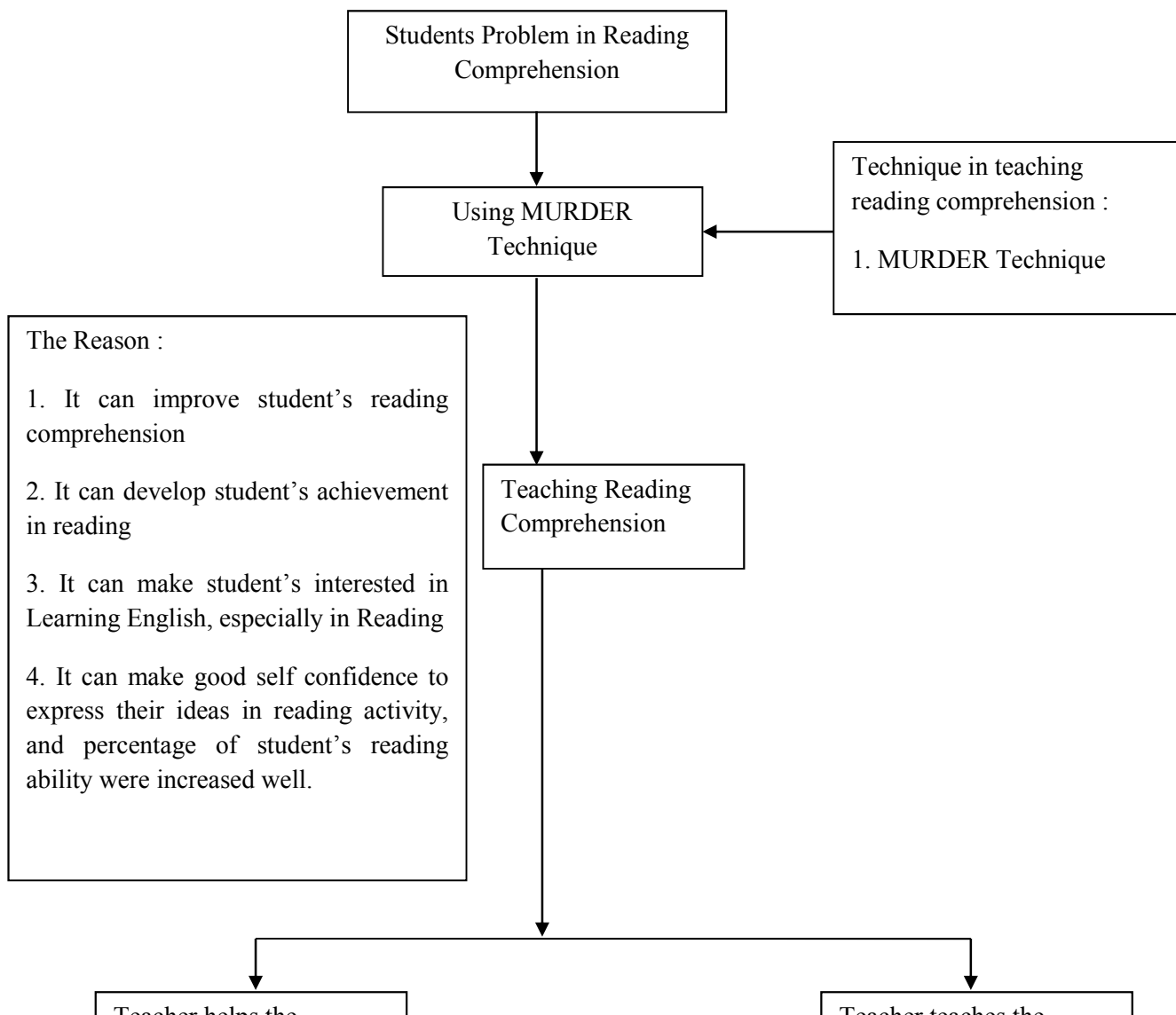
In the **Elaborate** step, the students are guided in making the information in the summary more memorable. They try to give some examples related to the text by using their prior knowledge. The last step is **Review**. In this step, the students are asked to produce a super summary for the entire passage, including the most important points for all the section summaries. By applying this technique, the researcher expects that the students can get the advantages for their reading comprehension. Beside that, the writer also expects that students can more understand about reading text and English teacher can teach reading comprehension easier.

By applying this method, the students' achievement in reading comprehension will be improved because MURDER technique offers the way to comprehend reading. First, the writer will give pre-test to experimental group and control group to find out the homogeneity of the sample. It is given to both the experimental group and control group before the treatment is given. After that the writer gives a treatment to them, treatment of MURDER technique is treatment to the experimental group to find out the effect of MURDER technique on students' achievement in reading comprehension. In control group, it is taught by conventional method. After having the treatment, the post-test will be given to the students. The post-test is the same as the pre-test. The post-test is the final test in this research, especially in measuring the treatment, whether it is significant or not, it means to know whether the treatment will give effect or not on the students' achievement in reading comprehension.

There are some benefits of using MURDER technique, it can attract the students' attention, stimulate the students' critical thinking, motivate the students to be more active in the class and help to get better score in reading comprehension.

2.1 Conceptual Framework

2.1 Table of Conceptual Framework



2.7 Previous Research

Research relevant to this study is research conducted by Geta Ariani in the thesis entitled "Improving Students' Reading Comprehension Using Mood, Understand, Recall, Detect, Elaborate, And Review (Murder) Technique (A Classroom Action Research at the Eleventh Grade of SMA Negeri 2 Karanganyar in the Academic Year of 2011/2012)".

Related to the classroom atmosphere the result of this study show; (1) the students are more active; (2) the motivation and confidence improved; (3) the students enjoyed following reading class; (4) they had more courage to share their ideas to their partner and they could collaborate with others; (5) the use of murder technique made the students more communicative and cooperative in the reading class. They could discuss the content of the text with their friend. Nevertheless, this research could not maximized the use of step mood before students starting to understand available passage; thus, the good environment or mood could made study more effectively rather than not using it.

Another research relevant of this study is research conducted by Mailatul Jannah thesis entitled "Implementasi Model Pembelajaran Kooperatif SPIKPU Untuk Meningkatkan Kemampuan Membaca Pemahaman Siswa Kelas XI IPS 2 SMA Muhammadiyah 1 Bantul". SPIKPU are actually the translation of MURDER technique which is mean M (mood) as S (suasana); U (understand) as P (paham); R (recall) as I (ingat); D (detect) as K (kesalahan); E (elaborate) as P (pengalaman); and R (review) as U (ulang)

Results of this study showed an increase in reading skills understanding of class XI IPS 2 SMA 1 Bantul Muhammadiyah, both processes and products. The observation of the implementation process of learning to read with apply techniques MURDER (SPIKPU) show that students have increased Physical activity is reflected in the implementation stages MURDER. Activity learning becomes more enjoyable so that students become more active and enthusiastic.

Beside that, teaching reading through MURDER technique is able to improve the reading comprehension from lower to highest score, furthermore the result shown changing learner behavior from teacher centered into students active process. Students indicate more happiness because the steps in MURDER strategy lead them into their good mood while reading a passage and they can elaborate every test by their own experience. However the material or available passage could not appropriate to eleventh grade students although it talk about unique life style, it could be more significance if the material reached special course of students especially in students with social study course.

The writer chose to use the MURDER technique in teaching reading in order to find out the effect on the students' achievement in reading comprehension, and can maximize the steps of using MURDER technique in learning, which in the previous research, the steps of MURDER

technique has not been optimally organized. And to make the students' be aware of their purpose of reading and motivates them to identify a piece of specific information in the texts.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design of this study is an experimental quantitative research. Jacobs & Sorensen (2010 : 26) stated experimental quantitative research involves a study of the effect of the systematic manipulation of one variable on another variable. The goal of experimental quantitative research is to determine whether a causal relationship exists between two or more variables.

To collect the data, two groups were used. They were experimental group and control group. The experimental group was the group that was taught by using MURDER technique, while the control group was taught by using conventional method. The design can be figured as the following :

Table 3.1

| Group | Pre-test | Treatment | Post-test |
|--------------------|-----------------|------------------------|------------------|
| Experimental group | X1 | Using MURDER technique | X2 |

| | | | |
|---------------|----|--------------------------------|----|
| Control group | Y1 | Without using MURDER technique | Y2 |
|---------------|----|--------------------------------|----|

Where :

X1 : Pre-test of experimental group

Y1 : Pre-test of control group

X2 : Post-test of experimental group

Y2 : Post-test of control group

3.2 Population and Sample

The subject of this study is the ninth grade students of SMP Nasrani 2 Medan.

3.2.1 Population

Arikunto (2006:131) stated that population is all subjects of the research. The population of this research is the ninth grade students of SMP Nasrani 2 Medan which consists of two classes, they are IX-1 and IX-2. Each class consists of 15 students. The total number of the students was 30. The writer take all of the ninth grade students as the population of this research.

3.2.2 Sample

Sample is partially taken from the entire object under study and is a subset of individuals from a given population, Arikunto (2006:131). The writer choose IX-1 class as the experimental group in this research, and as the control group is IX-2. The writer chose both of this class because when doing intership, both of the class gotten troubles in reading comprehension English text. The sampling technique in this study is total sampling. Sugiyono (2007:4) stated

total sampling is is a sampling technique where the number of samples is the same as the population.

3.3 Research Instrument

In collecting the data, pre-test and post-test was conducted to the experimental and the control group. The instrument for collecting the data was reading test. The writer gives a multiple-choice tests from recount text. Each items consists of four options namely ; A, B, C, and D. The test consists of 50 items in the form multiple choice questions, and each items are give score 2. Pre-test is a test which is done before conducting the treatment. While the post-test is a test which is done after conducting the treatment. Both of the groups was get the same test either in the pre-test or in the post-test. The category of score in reading test can be classified, as follows :

Table 3.2

The Scale of Students Reading

| The Score of Reading Level | Category |
|-----------------------------------|-----------------|
| 80 – 100 | Very Good |
| 66 – 79 | Good |
| 56 – 65 | Enough |
| 40 – 55 | Less |
| 30 – 39 | Fail |

3.4 The Validity of the Test

A test will be said to be valid if it measures the object to be measure and suitable with the criteria, Hatch and Farhady (1982:250). Setiyadi (2006:8) stated that “validity is use to measure perception, language behavior, motivation, even the language ability”. A valid instrument have a high validity. On the other hand, the instrument which is lack of goodness have a low validity”. An instrument can be called valid if it can show the data of variable are researched correctly. In order to make sure the test have high validity, the writer will use Content Validity

1. Content Validity

Content validity used to know whether the test items are good reflection of what will be cover or not. The test items are adopt from the materials that will teach to the students should be construct as contain a representative sample of the course, Heaton (1988:28). To get the content validity of reading comprehension, the writer will try to arrange the materials based on the standard competence in syllabus for ninth grade of Junior High School students.

Table 3.3

The Table of the Test Specification

| No. | Indicators | Test Item | Kinds of the Test | Score |
|-------|-------------|-----------|-------------------|-------|
| 1. | Meaning | 10 | Multiple Choice | 20 |
| 2. | Information | 10 | Multiple Choice | 20 |
| 3. | Main Idea | 10 | Multiple Choice | 20 |
| 4. | Purpose | 10 | Multiple Choice | 20 |
| 5. | Conclusion | 10 | Multiple Choice | 20 |
| Total | | 50 | | 100 |

3.5 The Reliability of the Test

Reliability refers to consistency of the measurement. Kothari (2004:74) stated the test of reliability is another important test of sound measurement. A measuring instrument is reliable if it provides consistent results.

To obtain the reliability of the test, the writer used Kuder-Richardson formula 21 in Arikunto (2010 : 238) as follows :

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

Where :

KR_{21} = Coefficient reliability of the test

K = The number of items in the test

M = The mean of the test score

SD = Standard deviation of the test score

Arikunto (2010:313) stated coefficient correlation is one of tools statistic that use to compare the results of measurements from two variables which has different so that determine the levels of relationship between other variables.

The categories of coefficient correlations are as the following :

0,00 – 0,20 = the reliability is very low

0,21 – 0,40 = the reliability is low

0,41 – 0,60 = the reliability is fair

0,61 – 0,80 = the reliability is high

0,81 – above = the reliability us very high

3.6 The Procedure of the Collecting Data

The procedure of this research was applying by gave a pre-test, treatment, post-test and scoring the test. The procedure of research stated in below.

3.6.1 Pre-Test

In the beginning, the writer gave the same pre-test to experimental and control group. Pre-test is aimed to measure the students' achievement in reading comprehension. It is expected that the different of average score between them is not too far. In other words, before the treatment, the experimental and control group were in the same level of knowledge. In this test, the researcher provided the same text to the both of groups.

3.6.2 Treatment

In teaching for experimental group, the writer gave treatment. The treatment will conduct after the pre-test. The experimental group has been taught using MURDER technique to affect students' achievement in reading comprehension. The control group has been taught by using

conventional

method.

The teaching procedures of treatment shown as below :

Table 3.4

The Teaching Procedure in Experimental Group and Control Group

| NO | Experimental Group | Control Group |
|-----------|--|---|
| 1 | First Meeting Opening phase 1. Teacher greeted the students to open the class (introduction) 2. Teacher gave instruction to the students before the test. Main activities Pre-test 3. Teacher gave pre-test to the students and asked the students to answer the questions with total of the questions are 50 items. Times will be given 45 minutes. 4. Teacher collected the students answer sheet. Closing activity 5. Teacher gave conclusion about the lesson. 6. Teacher closed the class. | First Meeting Opening phase 1. Teacher greeted the students to open the class (introduction) 2. Teacher gave instruction to the students before the test. Main activities Pre-test 3. Teacher gave pre-test to the students and asked the students to answer the questions with total of the questions are 50 items. Times will be given 45 minutes. 4. Teacher collected the students answer sheet. Closing activity 5. Teacher gave conclusion about the lesson. 6. Teacher closed the class. |
| 2 | Second Meeting Opening phase 1. Teacher greeted the students to open the class (introduction) 2. Teacher motivated the students. Main activities Treatment a. Pre-reading activities 1. Teacher explained the objectives of the teaching and learning 2. Teacher explained about the MURDER technique and what the students should do in every step of MURDER technique 3. Teacher gave the students a topic of discussion 4. Teacher distributed the text that will be discussed to the students b. Whislt-reading activities 1. Teacher gave time to the students to set the proper mood . 2. Teacher asked the students to read silently the same section for understanding the content of the text. 3. Teacher controlled the activity of the students in recalling and detecting process. 4. Teacher Monitored the students' activity in | Second Meeting Opening phase 1. Teacher greeted the students to open the class (introduction) 2. Teacher motivated the students. Main activities Control group 1. Teacher gave a text of reading material to the students. 2. Teacher read and explained the reading passage while the students should listen carefully. 3. Teacher asked the students to find out the difficult words from the text and look for the meaning from dictionary. 4. Teacher asked the students to tell the content of the text. Closing activity 5. Teacher collected the students answers sheet. 6. Teacher closed the class. |

| | | |
|----------|--|---|
| | <p>elaborating the content of each paragraph.</p> <p>5. Teacher asked the students to review by constructing an overall summary of the entire text.</p> <p>6. Teacher gave the students the tasks to check their comprehension of the text they read.</p> <p>c. Post-reading activities</p> <p>1. Teacher monitored and helped the students which have difficulties in doing their tasks</p> <p>2. Teacher collected the tasks</p> <p>3. Teacher and the students discussed the result of their reading task.</p> <p>Closing activity</p> <p>1. Teacher gave a chance for the students to asked questions</p> <p>2. Teacher gave conclusion with the students about the material that they had learned, then teacher closed the class.</p> | |
| 3 | <p>Third Meeting</p> <p>1. Teacher greeted the students and motivated them in facing post-test.</p> <p>2. Teacher gave the direction related to the test.</p> <p>3. Teacher gave post-test.</p> <p>4. Teacher collected the answer sheet of the students.</p> <p>5. Teacher calculated the score.</p> | <p>Third Meeting</p> <p>1. Teacher greeted the students and motivated them in facing post-test</p> <p>2. Teacher gave the direction related to the test.</p> <p>3. Teacher gave post-test.</p> <p>4. Teacher collected the answer sheet of the students.</p> <p>5. Teacher calculated the score.</p> |

3.6.3 Post-Test

The post-test was given to the both groups after the treatment was completed. The test items in the post-test were same as those in the pre-test. The post-test would find out the mean score of experimental group and control group.

3.6.4 Scoring the Test

After finish doing three steps above, the writer counted the score of the students. For scoring the test, the writer used the way to score the test :

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

Where :

S = Score of the test

R = Number of correct answer

N = Number of question

3.7 Technique of Analyzing Data

To analyze the data, the writer used t-test in order to find out the difference mean of the scores between experimental group and control group, as following :

1. Calculating the data from the scoring the pre-test and post-test of experimental and control groups.
2. Tabulating the scores of the pre-test and post-test in experimental and control groups of the students who are being treated and who are not.
3. Comparing the students mean score from experimental and control groups.
4. Testing hypothesis by using the formula of t-test formula.
5. Writing the conclusion and some findings.

The test formula was as follow :

$$t = \frac{Mx - My}{\sqrt{\left[\frac{Dx^2 + Dy^2}{Nx + Ny - 2}\right] \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where :

T = Total Score

Mx = Mean of experimental group

M_y = Mean of control group

D_x^2 = The deviation square of experimental group

D_y^2 = The deviation square of control group

N_x = The sample of experimental group

N_y = The sample of control group