# The Effect of Using MURDER Strategy in Reading Comprehension of Descriptive Text for Tenth Grade Students

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## Article Info

## ABSTRACT

The purpose of this research is to investigate whether the students who are taught by using MURDER strategy have better reading comprehension skill than the students who are taught by using conventional teaching. This research uses a quantitative approach with a quasi-experimental design. The population in this research is tenth grade students at SMK N 1 Mejayan. The samples in this research are students of classes X-RPL 1 and X-TO 2. The data was collected using a reading test on descriptive text. The researcher used SPSS version 25 and Independent Sample T-test to analyze the students' scores. The results showed that the use of MURDER strategy had an effect on students' reading comprehension ability. The reading scores after the treatment in the experimental class proved to be higher. The average score was 74.28 in the experimental class and 44.57 in the control class. This shows that there is a significant difference in the reading comprehension ability of students taught by using the MURDER strategy with students taught by using conventional teaching. Based on the explanation above, the use of MURDER strategy has a significant effect in reading comprehension skill of descriptive text.

## 1. INTRODUCTION

Reading comprehension is the level of students' understanding towards a text. In reading comprehension, students must understand the relationship between one sentence and another. Therefore, through reading comprehension students are also expect to be able to trigger knowledge outside the text. Reading comprehension must have a clear purpose, namely looking for information, understanding the meaning of the reading, finding the main idea contained in the reading. As stated by Ariawan, et al. (2018), reading comprehension aims to find and obtain information covering the content and understanding the meaning of reading. Reading comprehension also aims to: 1) get comprehensive details and facts from reading, 2) gain an understanding of the main idea of a reading, 3) classify information in reading, 4) summarize information in reading, 5) compare information in reading, 6) gain an understanding of patterns of fiction, written drama, critical reviews, and literary standards or norms (Tarigan, 2013). Based on the description above, it can be concluded that the purpose of reading comprehension is to obtain a comprehensive understanding of information about a reading text.

Unfortunately, students have poor reading comprehension habits. It can happen because, when reading texts in the native language students might not have problems but when they read texts in the target language the situation is very different. The issue is brought on by a few things: (1) The text is not interesting, the teaching method is boring, or the text is too difficult to keep students interested in reading, (2) Students believe that they must understand every word in the text when understanding it, so they repeatedly look up the words in a dictionary to determine what they mean, (3) They only use a limit handful of reading approaches and tactics, (4) They read aloud, which might slow them down preventing comprehension (Asrifan, et al. 2018). For this reason, it can be interpreted that students' ability to read English texts is still relatively low. It is because there are still many students, especially at SMK N 1 Mejayan, who have difficulty in understanding a reading text. Based on that reason, teachers are required to use appropriate teaching strategies to teach reading comprehension in order to increase students' reading comprehension ability.

The use of the right strategies will have its own charm so that students will feel more comfortable in reading learning activities. The researcher suggests one strategy namely MURDER strategy. The word "MURDER" has six main components: Mood, Understand, Recall, Detect, Elaborate, and Review. With this strategy, it is hoped that students will be more motivated and enthusiastic in participating in English lessons.

Some research findings have shown good result of applying MURDER strategy to improve students' reading comprehension. The first research was conducted by Asrifan, et al (2018), entitled "Improving Students' Reading Comprehension of Descriptive Text Through Collaborative MURDER". The purpose of this study was to determine whether teaching descriptive text through the collaborative MURDER strategy can improve students' reading comprehension in eighth grade students of SMP Negeri 2 Pancarijang. The method used is pre-experimental which applies pre-test and post-test. The instruments used were reading comprehension tests and questionnaires. The results of this study showed that the average score of students in the post-test (79.60) was greater than the pre-test (55.00). This shows that there is a significant difference between students who were taught by using collaborative MURDER technique in reading comprehension on descriptive text compared to those who did not use the technique.

The second research was conducted by Ariani, et al. (2015) entitled "Improving Students' Reading Comprehension Using Murder Technique". This study aims to describe how the MURDER technique can improve students' reading comprehension, and what might happen in the classroom when the MURDER technique is implemented in the reading class. This research uses qualitative and quantitative data methods. Qualitative data was collected through interviews, observations, questionnaires, and photographs. Qualitative data was analyzed by collecting data, coding data, comparing data, making interpretations, and reporting the results. Meanwhile, quantitative data was collected through tests and analyzed using descriptive statistics. The result of the research shows that Murder technique could improve students' reading comprehension. It was shown from the increase of mean scores of pre-test and post-test. The result of the research in the mean score of the students' pre- test in reading comprehension is 61.35 and mean score in post-test is 78.08. Through Murder technique the students were more active and communicative. They have more courage to share their ideas to their partner.

The third research entitled "Applying MURDER Technique to Improve Students' Reading Comprehension of The Seventh Grade Students of SMP SANTO THOMAS 1 MEDAN in The Academic Year of 2020/2021" was carried out by Pandiangan, et all (2020). The purpose of this study is to find out whether the MURDER technique works effectively in improving students' reading comprehension and to describe students' responses to the application of the MURDER technique in the teaching and learning process of reading comprehension. The method used in this research is by applying Classroom Action Research (CAR). The outcome of MURDER strategy according to study, may enhance students' reading comprehension. It was evident from the rise in the pre- and post-test mean scores. The result of the test show that the students' mean score in pre-test is 55,00 with 16% of students got $\geq$ 70, in formative test is 68,13 with 38% of students got score $\geq$ 70, and 83,13 in post-test with 100% of students got score $\geq$ 70. Through MURDER strategy, the students became more motivated and communicative. They have more the nerve to discuss their ideas with their partners.

Considering the results of the three researches, the researcher was interested in applying MURDER strategy to the reading comprehension learning process for tenth grade students of SMK N 1 Mejayan. The researcher will find out whether the MURDER strategy will be effective if it is applied in the process of teaching students' reading comprehension. Based on the research background the researcher decides to carry out a research entitled "The Effect of Using MURDER Strategy in Reading Comprehension of Descriptive Text for Tenth Grade Students".

## 2. RESEARCH METHOD

This research aims to determine whether teaching students by using the MURDER strategy aim enhance their reading comprehension skills in descriptive texts when compared to students who received conventional teaching. This research uses a quantitative approach with a quasi-experimental design to analyze a certain population or sample, data collection, research instrument, and analyze statistical data to test predetermined hypotheses (control group and experimental group). In this study, two ways of collecting data were used: pre-test and post-test. According to Darmawan (2013), an experimental study design is one that tries to compare the findings with the control group while looking at the relationship (which can be a causal relationship or other types of relationship) between two or more variables in one or more experimental groups. Therefore, in this study researcher took two classes to be sampled and then compared the pre-test and post-test scores to obtain the treatment results.

The use of treatment using the MURDER strategy is intended to prove whether there is a significant difference between student scores before and after treatment. Thus, the effectiveness of the strategy is known from the significant scores when teaching students by implementing the MURDER strategy. In addition, the research design can be described as follows:

Table 2.1 Research Design

| | | | |
|---|---|---|---|
| Experimental Group | Pre-Test | MURDER strategy | Post-Test |
| Control Group | Pre-Test | Conventional teaching | Post-Test |

The data collection technique in this study is a reading comprehension test. The test was used by the researcher as a learning instrument that aims to determine the effect of the MURDER strategy in teaching reading classes. Data from student test results were analyzed using quantitative analysis. This data was taken from the test scores of the experimental and control classes at SMK N 1 Mejayan. The researcher chose class X-RPL 1 as the experimental class and X-TO 2 as the control class. Researcher used statistical calculations of the T-test (SPSS) to analyze data from the pre-test and post-test. After completing the pre-test, treatment, and post-test processes, researcher analyzed the data statistically. Researcher calculated data using the Independent T-test in this study. The calculation was used to determine the difference in average scores between the experimental class and the control class. The researcher analyzed the data using SPSS V.25 to determine the significance of the final results. There are three tests that must be calculated, namely normality, homogeneity, and independent sample t-test to determine the final hypothesis.

## 3. RESULTS AND ANALYSIS

In this section, the researcher explains the results obtained through the pre-test and post-test data. Data in this research obtained from class X-RPL 1 as the experimental class and class X-TO 2 as the control class. The results of the pre-test showed the students' basic ability in reading comprehension. Homogeneity test is used to determine whether the experimental class and control class have the same variance or not. Homogeneity in this research is to use *Lavene's t-test*. The results are as follows:

Table 3.1 The Result of Homogeneity Testing

**Group Statistics**

| | Group | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Score | Pre-Test Experimental Class | 35 | 54.00 | 18.020 | 3.046 |
| | Pre-Test Control Class | 35 | 39.14 | 15.787 | 2.669 |

Table 3.1 shows that there is a significant difference in students' reading ability between the pre-test experimental class and the control class. The sample of the experimental and control class is 35 students. The mean scores for both classes differed significantly. The mean of the experimental class is 54,00 and the mean of the control class is 39,14. It can be concluded that the mean score of the experimental class is higher than the mean score of the control class.

In addition, to ensure the homogeneity of the pre-test data, the researcher used independent sample t-test to calculate the data. Independent sample t-test is used to determine whether there is a mean difference between the two classes with different data. Then, the researcher found a significant difference between the both classes as follows:

Table 3.2 The Result of Independent Sample T-Test of Pre-Test Data

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Score | Equal variances assumed | .960 | .331 | 3.669 | 68 | .000 | 14.857 | 4.050 | 6.776 | 22.938 |
| | Equal variances not assumed | | | 3.669 | 66.844 | .000 | 14.857 | 4.050 | 6.774 | 22.940 |

The table above, shows the independent sample test from the pre-test data of the experimental class and the control class which shows that both classes are significant as seen by Levene's test for Equality of Variances. From the column of score of Equal variances assumed, the significance is 0,331. It can be concluded that the pre-test data is homogeneous because the significance is higher than the alpha level ((p = 0,331) > (α = 0,05)).

Table 3.3 The Result of Normality Testing

**Tests of Normality**

| | Post-Test | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | Df | Sig. | Statistic | df | Sig. |
| Score | Post-Test Experimental Class | .188 | 35 | .003 | .940 | 35 | .056 |
| | Post-Test Control Class | .137 | 35 | .095 | .943 | 35 | .070 |

a. Lilliefors Significance Correction

Based on the table above, it can be seen that the significant result of the experimental class score is 0,056. It means that the post-test data of the experimental class is normally distributed because the significance value is higher than α value (0,056>0,05). Furthermore, the results of the control class were also higher, that is 0,070 which is higher than 0,05 (0,070>0,05). It can be concluded that the significance of the post-test data for both classes was normally distributed because the results were more than α = 0,05 (0,056>0,05:0,070>0,05).

Hypothesis testing is the final calculation. This section is to compare the pre-test and post-test scores of the experimental class and the control class. In this case, it aims to find out whether there is a difference in the average pre-test and post-test scores of the two classes. To find out whether there is a difference in students' prior knowledge in the experimental class and the control class, hypothesis testing is carried out, as follows:

Table 3.4 Group Statistics

**Group Statistics**

| | Post-Test | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Score | Post-Test Experimental Class | 35 | 74.28 | 14.407 | 2.435 |
| | Post-Test Control Class | 35 | 44.57 | 20.197 | 3.414 |

The table 3.4 above, shows the post-test group statistics from both classes. From the table above, the mean score of the experimental class is 74,28. Then, the mean score of the control class is 44,57. It can be concluded that the mean of both classes is different. However, the researcher cannot conclude the successfulness of the treatment in this research directly through this table, especially in the experimental class. Thus, the researcher needed an independent sample t-test to determine whether the treatment was successful or not and to determine the significance of both classes.

Table 3.5 The Result of Independent Sample T-Test of Post-Test Data

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Score | Equal variances assumed | 3.827 | .055 | 7.086 | 68 | .000 | 29.714 | 4.193 | 21.346 | 38.082 |
| | Equal variances not assumed | | | 7.086 | 61.485 | .000 | 29.714 | 4.193 | 21.330 | 38.098 |

The test results show that there is a difference in the mean score between the experimental class which treated by using MURDER strategy and the control class which treated using conventional teaching. Based on the post-test score of the table above, the assumed significance value of equal variances is 0,000 which means less than 0,05 (0,000<0,05). Based on the normality test hypothesis formula, H0 indicates that there is no significant difference in

the reading skills of students taught using MURDER strategy and those taught using conventional teaching. Meanwhile, H1 indicates that there is a significant difference in the reading skills of students taught using MURDER strategy and those taught using conventional teaching. So, H0 is rejected while H1 is accepted. The results of this study show that there is a significant difference in students' reading skills between those taught using the MURDER strategy and those taught using conventional teaching. It can be concluded that the results of this study show that the use of MURDER strategy has a significant effect on students' reading ability in reading descriptive text.

Then, researcher analyzed the validaty and reliability of multiple choice items. It aims to see whether the items that have been tested on students are included in the valid and reliable category or not. An instrument can be said to be valid if it can reveal data from variables to measure the validity level of the question under study accurately. In this study, the question items were declared valid if the r xy value obtained was greater than or equal to 0,235. he validity of the data in this research using the *Pearson Correlation*. Decision rules: if r xy > r table means valid, and if r xy < r table means invalid. The validity result is as follows:

Table 3.6 Validity

| Item No. | R xy | R table | Category |
|----------|------|---------|----------|
| Item_1 | 0,564 | 0,235 | Valid |
| Item_2 | 0,491 | 0,235 | Valid |
| Item_3 | 0,328 | 0,235 | Valid |
| Item_4 | 0,443 | 0,235 | Valid |
| Item_5 | 0,239 | 0,235 | Valid |
| Item_6 | 0,270 | 0,235 | Valid |
| Item_7 | 0,261 | 0,235 | Valid |
| Item_8 | 0,276 | 0,235 | Valid |
| Item_9 | 0,364 | 0,235 | Valid |
| Item_10 | 0,494 | 0,235 | Valid |

Based on the calculation of r table 0.235, it can be seen in the table above that 10 items are valid. Because all items are valid, the questions are considered feasible to be tested on the research sample because they can measure student learning outcomes.

After the items are tested for validity, then the items are tested for reliability. The purpose of testing its reliability is to determine the consistency of the instrument as a measuring instrument. So that the instrument can be trusted to be used as a data collection instrument. The reliability of the data in this research using the *Cronbach's Alpha* test. The results of the question reliability test can be seen in table 4.7 below:

Table 3.7 Reliability

| Reliability Statistics | |
|------------------------|---|
| Cronbach's Alpha | N of Items |
| 0.625 | 11 |

Based on table 4.7 above, it can be concluded that the reliability value is 0.625. For that, the question items were declared reliable because the Cronbach's Alpha value > 0.60 (0.625>0.60) and included in the reliability level with the criteria 0.61-0.80, which is high. So, there is a possibility that if asked several times to students it will produce different measurement results.

The results found in this study show that the use of MURDER strategy in descriptive text reading skills in tenth grade of Vocational High School students has a significant effect. The data description in the previous section shows that both classes have done a pre-test and the results of the pre-test are different. The experimental class got an average score of 54 and a total score of 1890, while the control class got an average score of 39.14 and a total score of 1370. Based on these data, the total score and average score in the experimental class were higher than the control class. The post-test results showed that the experimental class got a total score of 2600, with an average score of 74,28. Meanwhile, the control class got a total score of 1560, with an average score of 44,57. It can be seen that there is a significant difference between both classes, namely the experimental class gets a higher total score and average value than the control class.

The alpha value used by researcher is 0,05. The results of this study indicate that the significance of the homogeneity and normality tests are homogeneous and normal. The homogeneity result was 0,331 and normality in the pre-test data was 0,079 from the experimental class and 0,182 from the control class. While normality in post-test data is 0,056 in the experimental class and 0,070 in the control class. For this reason, both data can be stated as distribution normality because the significant results are higher than the alpha value of 0,05. Then, the hypothesis

test results from the post-test data of both classes also have significant differences. The significance is 0.055, which means it has a higher result than the alpha value (0,055>0,05).

Then, all items are stated to be valid. Since all items are valid, the questions are considered suitable to be tested on the research sample because they can measure student learning outcomes. Meanwhile, reliability shows that all items are reliable. The instrument in this research is reliable because the Cronbach's alpha value is more than 0,60 (0,625>0,60) with a high level of criteria. So, it is possible that if asked several times to students, it will produce different measurement results.

The researcher summarize several advantages of using MURDER strategy. First, this strategy can improve class situation in reading class. This is related to previous research from Ariani, et al. (2015), that the use of MURDER strategy can make students more active. Their motivation and confidence improved, enjoyed following reading class, had more courage to share their ideas to their partner, and they could collaborate with others. Moreover, the use of MURDER strategy makes students more communicative and cooperative in the reading class. Second, using MURDER strategy makes the teaching and learning process more effective and efficient. This relates to previous research from Saenab (2012), which states that MURDER strategy can improve students in learning, because this strategy is able to develop an effective and efficient learning system. This strategy applies more student-centered so that students are able to explore during learning activities and strive to understand the material. Third, MURDER strategy can create the students to be independent, responsible and also cooperative learners at the same time. This relates to previous research from Krismayani (2015), stated that by applying this strategy all of the students will take a part in the lesson since it promotes discussion and both individual and group accountability. Students will understand that reading process is not just read, but they need to draw big picture of the text.

Based on the research that has been done, the conclusions can be taken: (1) the application of MURDER strategy can improve teacher and student activities in the learning process. This is because during the learning process teachers and students are able to interact better. Students become more active and able to work well with their groups. (2) The application of MURDER strategy can improve student learning outcomes in the learning process in reading lessons with descriptive text topics. In the experimental class, students' learning outcomes increased after applying the learning model with MURDER strategy. Based on the data, the average score of experimental class students during the pre-test was 54 then during the post-test the average score increased to 74,28.

## 4. CONCLUSION

Based on the result and discussion of the previous chapter in this study, the researcher concluded that, the students who are taught by using MURDER strategy have better reading comprehensions than the students who are taught by using conventional teaching. The use of MURDER strategy have significant effect on the students' reading comprehension ability, especially in reading descriptive texts. This strategy makes students more communicative and cooperative, can create the students to be independent and responsible in the reading class. Then, the MURDER strategy makes the teaching and learning process more effective and efficient. In addition, the implementation of MURDER strategy in the teaching and learning process is very beneficial for teachers. With the MURDER strategy, the teacher's task becomes easier during the learning process. Thus, the results states that the MURDER strategy in this study was successfully implemented, seeing from the data that has been described in previous chapter. The results of the data analysis show that the assumed significance value of equal variances is less than 0.05 (0.000<0.05), it means that H0 is rejected and H1 is accepted. Therefore, it can be said that the students' problem in reading comprehension can be solved through implementing MURDER strategy.

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