TEACHING NARRATIVE READING TEXTS BY USING MOOD, UNDERSTAND, RECALL, DETECT, ELABORATE AND REVIEW (MURDER) METHOD TO THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 2 PALEMBANG

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ABSTRACT
The objectives of this study are: (1) to find out whether or not there is a significant difference on the eleventh grade students' reading comprehension achievement in narrative reading texts taught by using *MURDER Method* and those who are not to at SMA Muhammadiyah 2 Palembang; (2) to find out whether or not there is a significant improvement on the eleventh grade students' reading comprehension achievement in narrative reading texts before and after taught by using *MURDER Method* at SMA Muhammadiyah 2 Palembang. In this study, the writer used quasi experimental design by using pretest-posttest non-equivalent groups design. There were 57 students as the sample. Each class consisted of 28 students from class XI IPA 2 as the experimental group and 29 students from class XI IPA 1 as the control group. In collecting data, test was used in form of multiple choice. The test was given twice as pretest and posttest to experimental and control groups. To prove the hypotheses, the data of pretest and posttest were analyzed by using independent sample t-test and paired sample t-test in SPSS program. The findings showed that the p-output from independent sample t-test was 0.000 which lower than 0.05 and t-result (6.347) was higher than t-table with df = 55 (2.004). The result of p-output from paired sample t-test (sig. 2-tailed) was 0.000 which lower than 0.05 and t-result (6.540) was higher than t-table with df = 27 (2.051). It means that teaching narrative reading text by using *MURDER Method* gave a significant effect on the students' reading comprehension achievement.

Keyword: *Mood, Understand, Recall, Detect, Elaborate and Review (MURDER) method, Narrative Text, Reading Comprehension.*

1. INTRODUCTION

English is one of the most popular languages used for communication in the use of communication. Over the length and breadth of world, English becomes a common thing. And many part of the world, English is often referred as a lingua franca (Cook, 2003, p. 29). Harmer (2001) defines a lingua franca as a language widely adopted for communication between two speakers whose native languages are different from each other's and where are the both speakers are using it as a second language (p.1). It means that English can unite many people from different countries and languages to interact each others. The existences of English has a big role in human's life. Almost all sectors of human's activities uses English, such as education, medical, business, science, technology, tourism, even politics. According to Cook (2003) English is now taught as the main foreign language in virtually every country, and used for business, education, and access to information by a substantial proportion of the world's population (p.25).

English consists of four fundamental language skills; speaking, listening, reading, and writing. The students are expected to master those four skills for the purpose of developing communication competence in oral and written form. This reaserch will be focused on reading. Reading is an important skill that needs to be developed in learning and teaching activities because people gets many knowledge and information by reading. According to Byrnes (1998) reading is an interactive process that goes on between the reader and the text (p.8). The text presents letters, words, sentences, and paragraphs that encode meaning. In order to understand or to get some points from the text, we need comprehension for the text. Pang, Muaka, Bernbardt, and Kamil (2003) state that comprehension is the process of deriving meaning from connected text, it involves word knowledge (vocabulary) as well as thinking and reasoning. The reader actively engages with the text to construct meaning (p.14).

It is important to teach reading comprehension to the students because teaching reading is not easy. The students always find some difficulties during reading activities. According to Westwood (2008) the potential causes of difficulties in reading learning may caused by teaching method; the time allocated for learning; language ability; phonological awareness; social or cultural disadvantages; and factors intrinsic to the learner, such as weak cognitive ability (general intelligence), deficiencies in relevant psychological processes and attitudinal and behavioural aspects (motivation, consentration span, and attention to task) (p.4). Teachers should use some methods to make the students understand and overcome their difficulties in comprehending the reading materials.

There are many teaching reading methods that are applicable to help the students' success in reading comprehension. One of them is using *MURDER Method*. *MURDER* is the acronym of *Mood, Understand, Recall, Detect, Elaborate and Review*, it is one of a general problem solving strategies that are too general for most students to apply (Cromley, 2000, p. 4). According to Lee, Maureen, and George (1997) *MURDER* method asks the students to collaborate to perform the thinking tasks or summarising and elaborating on reading material. *MURDER* is more effective because it engages the students' collaboration in group, both recaller and detector group. The other benefits of *MURDER Method* is that enables students to interact with other students in the positive environment and provides students with chance to ask, to negotiate, to share information, and clarify ideas through discussion (p.13).

In Indonesia, the curriculum highlight that the eleventh grade students of senior high school should be able to read various types of the text. One of them is narrative text.

Narrative itself always appears in national examination. Kistono, Cahyono, Tupan, Purnama and Kastaredja (2007) state narrative text is a type of spoken or written text that tells a story of one character or more who face certain problematic situations. Narratives are popular because they present plots which consist of complications and resolutions (p32). According to Soeprapto and Darwis (2007) the social function of narrative text are to amuse, entertain and deal with actual or vicarious experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem (p.12).

The writer has done an interview to the one of English teachers at SMA Muhammadiyah 2 Palembang. The conclusion of the interview, the writer got description that the students still faced difficulties in comprehending the reading materials, including in narrative reading text. Some problems that the students still face are: reading the narrative text with poor pronounciation, having low motivation to participate actively on the reading process, reading the texts without understanding what the messages and purposes of texts, having lack of vocabularies, and having difficultness to convey the main idea and information from the reading. Additionally, only a few students could reach the standard of minimum completeness (KKM). The KKM of English lesson in SMA Muhammadiyah 2 Palembang is 75.

Based on the explanations above, the writer would like to apply *MURDER Method* in teaching narrative reading text to the eleventh grade students of SMA Muhammadiyah 2 Palembang. The aims of this study aree to find out significant improvement on the eleventh grade students' reading comprehension achievement who are taught by using *MURDER Method* before and after the treatment at SMA Muhammadiyah 2 Palembang and to find out significant difference on the eleventh grade students' reading comprehension achievement between the students who are taught by using *MURDER Method* and those who are not at SMA Muhammadiyah 2 Palembang.

2. LITERATURE REVIEW AND DEVELOPMENT OF HYPOTHESIS

a. Concept of Reading Comprehension

Serafini (2010) states reading is the process of constructing meaning in transaction with texts and not simply the ability to recall what was directly stated in the text. During the reading process, the readers try to understand the text and then memorize the content of the text. Reading and comprehension linked to each other. People need to comprehend the texts content and context to gain the information during the reading activity (p.36). Snow

(2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Readers 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 (p.11).

According to Pang, et. al. (2003, p. 19), reading comprehension is about relating prior knowledge to new knowledge contained in written texts. It is a complex activity that involves both perseption and thougt. Reading consist of two related process: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to someone's language. comprehension is the process of making sense of words, sentences, and connected text. During reading process, people engage their prior knowledge, vocabulary, grammatical knowledge, experience with text and some strategies to help them understand the text. Scott (2009, p. 24) writes reading comprehension is an interactive process and that reading comprehension instruction is an interaction between students and teachers as they negotiate text. It explains that reading implied in active skill. Teachers have to guide and help the students to gain the purpose of texts. By giving good instruction, students can digest the message of the text.

Based on the explanations above, it can be concluded that reading comprehension is a complex activity where the readers can get knowledge from the text both of information or message. By a lot of reading, people also can add their vocabularies. Yet, to understand texts the readers need to find out the meaning or the correlation between the sentences that establish in the whole text. They can interpret the information that they have read depend on their knowledge, culture and background.

 b.   Concept of MURDER Method

MURDER Method was first introduced by Danserau et. al in 1979 (Hayes, 1981, p. 121). The result of their study showed that this method could improve students' reading skill. The acronym of MURDER itself is Mood, Understand, Recall, Detect, Elaborate and Review. The *MURDER Method* is variant of scripted collaborative learning, it involves the interaction between two partners learning from a text (Kollar, Fischer, & Hesse, 2012, p. 11). Weinberger, Ertl, Fischer, and Mandl (2005, p. 6) say that the *MURDER Method* sequences aims to facilitate text comprehension by providing learning dyads. First, the learners relax and concentrate on the task (*Mood*). Second, both learners read the first section of the text (*Understand*). Third, one learner reiterates the text section without looking at the text (*Recall*). Fourth, the learning partner provides feedback (*Detect*). Fifth, both learners

elaborate on the information (*Elaborate*). Finally, both partners look through the learning material once again (*Review*).

Kollar, et. al. (2006) mention two objectives of *MURDER Method*. First, learners are supposed to acquire knowledge about text content. Second, they are supposed to acquire text-learning method. This method include cognitive skills, such as explaining, and and metacognitive skills, such as monitoring. In accordance with these objectives, *MURDER Method* increases learners' engagement in cognitive and metacognitive activities. As an example for cognitive activities, learners are supposed to engage in explaining (p.12).

Jacobs (1998) mentions there are some advantages of *MURDER Method*. They are: promoting positive interdependence because group members depend on each other to some extent to play the roles they are given, both recaller or detector; encouraging is by rotating roles of summarizer and monitor; making students from different ethnic groups collaborate leading a heterogenous pair to generate more varied elaborations; helping students of different profiency level to help each other to understand the text, the stronger students might be able to help the weaker one; and suitable for simultaneous interaction with a large class (p.4). Meanwhile Brophy (2004) states the benefits of *MURDER Method* are students share ideas about how to elaborate the information to make it more memorable; groups of student using *MURDER Method* tend to learn more than students who study alone or pairs of students but without collaboration working; and group goals combined with individual accountability are usually needed to ensure that students in pairs or small groups consistently help their partners to meet their individual goals and thus ensure their team will do well (p.205).

c. *Procedures of MURDER Method*

According to Lee, et. al. (1997), There are some steps in applying *MURDER Method*. They were explained as follows:

1) Mood : Teacher divided the students into two members/groups (recaller and detector). Each groups 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 : Teacher has been divided the text into sections, each groups understands the first section by reading silently.

3) Recall : The recaller group summarizes the main ideas without looking at the text.

4) Detect: The detector group listens for the errors or omission in the recaller's summary and discusses these with the recaller member. The role of recaller and detector rotate for the next section.

5) Elaborate: Both groups elaborate on the ideas in the section. the types of elaborations include the following:

   1. Connections with other thing the students have studied
   2. Links between the section and students' lives.
   3. Opinions with the view or ideas expressed the section.
   4. Reaction to the section such as gladness, anger, or sadness.
   5. Applications for the ideas and information.
   6. Questions either about things not understood or questions sparked by the section.

   The groups repeat the Understand, Recall, Detect and Elaborate step for all sections of the text.

6) Review: Both groups combine their thoughts to summarize the entire text after completing all the sections (p.13).

 d. *Concept of Narrative Texts*

Dietsch (2006) states that narrative text tell a story or relate an event or anecdote (p.86). The writer often sets the scene first, telling who or what when and where. Description, dialogue, or illustrations may be included to kindle interest and to clarity. Action verbs keep the story moving. Narratives often build suspense, reversing a surprise for the end. It means that narrative text tells a story with complication or problematic events and it tries to find the resolutions to solve the problem.

According to Priharini and Marta (2013), the purpose of narrative text is to amuse or entertain the readers. Afterwards, they divided narrative into four parts:

1) The orientation; the characters are introduced, the place in which the action goes on is mentioned and perhaps is described, and the action itself is set going.

2) The complication; after the characters and setting have been introduced, the obstacles usually appear. The main actor tries to solve the problems using his utmost endeavors result in a series of incidents in the story. As the struggles go on, the story grows more and more intense until it reaches its highest point or climax.

3) The resolution; the story reaches its conclusion.

4) The re-orientation (optional); it contains the final result for better or for worse (p.13).

3. RESEARCH METHOD

In this study, the writer used quasi experimental design. the writer took the pretest-postest non-equivalent group design. There are two groups, they were control and

experimental groip which both were given pretest and posttest. The experimental group was given treatments by using *MURDER Method*, but the control group was not.

The population of this study were all the eleventh grade students of SMA Muhammadiyah 2 Palembang consisting of four classes. The total number of the students was 111 students. Furthermore, the sample of this study was taken by using convenience sampling. The number of the sample from two classes were fifty seven students. each class consisted of 29 students from XI IPA 1 and 28 students from XI IPA 2 class. Beside that, the writer determined the two classes which class became control and experimental group, after those classes were given the pretest. The result of pretest between XI IPA 1 and XI IPA 2 class showed that the students' score for XI IPA 2 class was lower than XI IPA 1 class. Therefore, it is assumed that XI IPA 2 class is suitable to get the treatment by using *MURDER Method*.

The research was conducted at the eleventh grade students of SMA Muhammadiyah 2 Palembang. The reading materials were taught based on teaaching learning objectives that refers to the English syllabus (KTSP 2006) of Senior High School for the eleventh grade. The treatment were given twice a week. Each meetings took 90 minutes. The writer gave the treatments to the experimental group as many as twelve meetings. There are two meetings for pretest and posttest. So, the total of meetings is fourteen meetings.

To collect the data, the writer used test (pretest and posttest). The kind of test is multiple choice reading questions which cover four options, namely (a, b, c, and d). The total numbers of questions were fourty after the test was tried out to the one class of eleventh grade students of SMA Nurul Iman Palembang. Before they implemented as research instrument, it must be analyzed the validity and reliability. The writer had consulted the instrument with three validators to evaluate whether the components of the instrument are valid or not tobe applied in research activities. The result of instrument test and lesson plan form was B. It means that the instrument test and lesson plan can be used with slight revision. Furthermore, validity of each question item was used to indicate whether the test item of each quesstions are valid or not. A question item is considered valid if r-output is higher than r-table (0.361). From 60 questions, there were 41 questions considered valid and 19 questions considered invalid. Then, to measure the reliability test, the writer calculated the students' scores using Split Half. The result shows that p-output of Guttman Split Half Coefficient was 0.820 which was higher than 0.70. Since the result of reliability of test was higher than 0.70, it can be stated that the reading test was reliable for this study.

After the data obtained, paired and independent sample t-test was used to analyze the data form pretest and posttest between experimental and control group. Paired sample t-test measured whether or not there is any significant improvement on the eleventh grade students reading comprehension achievement who were taught by using *MURDER Method* before and after the treatments. Meanwhile, independent sample t-test measured whether or not there is any significant difference on the eleventh grade students' reading comprehension achievement between the students who are taught by using *MURDER Method* and those who are not.

4. FINDINGS

a. Data Descriptions

In distribution of data frequency, the writer got the interval score, frequency and percentage. The result of pretest and posttest scores in control and experimental group was described in Table 1 and 2.

Table 1. Distribution of Data Frequency on Students' Pretest Scores in Control and Experiment Groups

	Category	N	Frequency	Percent (%)
Control Group	Very Good (90-100)	29	0	0
	Good (80-89)		4	13.8
	Average (60-79)		25	86.2
	Poor (>59)		0	0
Experimental Group	Very Good (90-100)	28	0	0
	Good (80-89)		3	10.7
	Average (60-79)		21	75
	Poor (>59)		4	14.3

Table 2. Distribution of Data Frequency on Students' Posttest Scores in Control and Experiment Groups

	Category	N	Frequency	Percent (%)
Control Group	Very Good (90-100)	29	0	0
	Good (80-89)		2	7
	Average (60-79)		26	89.6
	Poor (>59)		1	3.4
Experimental Group	Very Good (90-100)	28	0	0
	Good (80-89)		16	57.1
	Average (60-79)		12	42.9
	Poor (>59)		0	0

b. *Prerequisite Analysis*

In prerequisite analysis, there were two analyses should be done. They were normality test and homogeneity test. In measuring normality test I-Kolmogorov-Smirnov was used. the result showed that the significance value of students' pretest scores in control group was 0.446, while the experimental group was 0.483. Moreover, the result showed that the significance value of students' posttest scores in control group was 1.20, while the experimental group was 1.140. It could be statd that the students' pretest and posttest scores in control and experimantal group were considered normal since the result of p-output were higher than 0.05. Furthermore, in measuring homogeneity test, Levene Statistics was used. Levene Statistics analyze the homogeneity data, it was found in SPSS program. The result was obtained from the students' pretest and posttest scores in experimental and control groups. From the result of the output, it was found that the students' level was 1.490 for pretest and 40.286 for posttest. It can be concluded that the students' pretest and posttest scores in experimental and control group was homogenous since it was higher than 0.05.

c. *Hypothesis Testing*

Based on the result of paired sample t-test, it was found that p-output was 0.000, t-obtained was (6.540) and t-table was (2.051), it means that there was a significant improvement on the eleventh grade students' reading comprehension achievement before

and after the treatments. The result analysis of paired sample t-test is figured out in table 3 as follow:

Table 3. Result Analysis of Paired Sampe T-test from Students' Pretest and Posttest Scores in Experimental Group

Using *Mood, Understand, Recall, Detect, Elaborate and Review Method*	Independent Sample T-test			H_o
	T	Df	Sig. (2-tailed)	
	6.540	27	.000	Rejected

Moreover, based on the result of independent sample t-test, it was found that p-output was 0.000, t-obtained was (6.347) and t-table was (2.004), it means that there was a significant difference on students' reading comprehension achievement between the students who were taught by using *MURDER Method* and those who were not. Therefore, it could be concluded that the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted. The result analysis of independent sample t-test is figured out in table 4 as follow:

Table 4. Result Analysis of Independent Sampe T-test from Students' Posttest Scores in Experimental and Control Groups

Using *Mood, Understand, Recall, Detect, Elaborate and Review Method* and without treatment	Independent Sample T-test			H_o
	T	Df	Sig. (2-tailed)	
	6.347	55	.000	Rejected

d. Discussion

Based on the findings in the previous section, some interpretations were made. Before doing the treatments by using *MURDER Method,* the writer gave a pretest in control and experimental groups. The pretest was held before the treatment to find out the students' reading comprehension achievement. After did the pretest, the data of the students' pretest in both groups were found. According to the pretest result of both groups, the writer chose XI IPA 2 as the experimetal group because the students' scores in this class were lower than the students' scores in XI IPA 1. The mean scores of pretest in XI IPA 1 was higher than XI IPA 2.

Then, after did pretest to both of groups, the writer gave the experimental group a treatment by using *MURDER Method* to help the students improve their ability in reading comprehension, especially for narrative text. In first meeting, the students discussed narrative text entitled "Narcissus". The writer explained the students how the procedures of *MURDER Method* before start the reading process. Initially, the students were still confused the steps of *MURDER Method*. So, the writer had to explained for several times to make the students understand the procedures. They were also still shame to give their opinion, so just a few students who gave active participation on the recall and detect sections. The writer should remembered them to take a part on discussing to raise their courage. In the second meeting, the students were better than first meeting. They could understand the procedures of MURDER Method although some of the students were still shame to participate actively to share their opinion about the reading entitled "Batara Kala".

In the third and fourth meeting, the writer gave narrative text entitled "Theseus and Minotaur" and "The Scholar's Four Questions". The writer saw the students were being more active and gave a high enthusiasm while reading learning process. The recaller and detector group share their ideas about how to elaborate the information to make it more memorable. Brophy (2004, p. 205) states *MURDER Method* have been developed to create interdependence between partners and encourage students to collaborate fruitfully. It is strangethened that *MURDER Method* is helpful in reading learning and can improve students comprehension by collaborating groups.

For the fifth to twelve meeting, the students could applied *MURDER Method* in learning reading. They could comprehend the information on the reading text easily by sharing, discussing and elaborating the text. It is related to Kollar, Fischer, and Hesse (2006, p. 12) who mentions that the objectives of *MURDER Method* are students' acquiring knowledge about text content and students' acquiring in text learning strategies include cognitive and metacognitive skills.

After the treatments, the posttest was given to the experimental and control groups. From the analysis of independent sample t-test on students' posttest scores in experimental and control groups, the writer found that the students' scores in experimental group was higher than students' scores in control group. It could be concluded that there was a significant difference between the students' posttest in experimental and control groups. Moreover, based on the result of paired sample t-test, it was found that there was a significant improvement from students' pretest to posttest scores in experimental group. In other words, students' reading comprehension scores in experimental group improved

after they were being taught by using *MURDER Method.* For that reason, it can be assumed that there was a significant improvement between students' pretest scores (before treatment) and students' posttest scores (after treatment) in experimental group.

The students in experimental group felt the advantages on their reading comprehension from the implementation of *MURDER Method*. They were more active and motivated by playing role as the recaller and detector groups to share the information and ideas about the reading materials. Rummel (2012) asserted that *MURDER Method* was developed to help students when collaboratively learning texts (p.675). The aims of this method as Cromley (2000) clarifies that *MURDER Method* asks the students detect omissions, errors, an ways of organizing the information (p.4). Additionally, Slavin (1995) says that by using *MURDER Method* students can share information between recaller and detector groups. When the recaller group summarizes the information, the detector group corrects any errors, fills in any omitted material, and helps think of ways both groups can remember the main idea. This method needs the collaborative among both of groups. It makes the students more active and motivated in learning reading process. It can be concluded that *MURDER Method* can be used to make students more active and interested in learning reading comprehension (p.5).

Based on the explanation above, *MURDER Method* was successfully applied to the eleventh grade students of SMA Muhammadiyah 2 Palembang. From this research result, the teacher of English can apply *MURDER Method* as an alternative method in teaching and learning process to improve students reading comprehension achievement.

CONCLUSION

Based on the findings and interpretation, the writer took some conclusions. *First*, the research that writer did to the eleventh grade students of SMA Muhammadiyah 2 Palembang in teaching narrative reading text, it showed that there was significant difference on students' reading achievement between the experiment class who were taught by using *MURDER Method* and the control class who were not. *Second*, *MURDER Method* gave significant improvement on the students' reading achievement in experiment class before and after treatment. It was shown by the result of experiment class' posttest mean score which higher than pretest.

It can be concluded that *MURDER Method* was an effective method to be taught to eleventh grade students of SMA Muhammadiyah 2 Palembang and this method can be

considered as an alternative learning method to be used, especially in teaching narrative reading text.

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