# IMPLEMENTATION OF MOOD, UNDERSTANDING, RECALLING, DETECT, ELABORATE, REVIEW STRATEGY IN TEACHING READING COMPREHENSION

## SKRIPSI

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**By**

**INDAH ARIMBI SIREGAR**
**NPM. 1302050255**

**FACULTY OF TEACHER TRAINING AND EDUCATION**
**UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**
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# ABSTRACT

**INDAH ARIMBI SIREGAR. 1302050255 "Implementation of Mood, Understanding, Recalling, Detect, Elaborate, Review Strategy in Teaching Reading Comprehension". Skripsi.English Education Program.Faculty of Teacher Training and Education.University of Muhammadiyah Sumatera Utara Medan. 2017.**

The study was aimed to find out there are any improvementin teaching reading comprehension by using Mood, Understanding, Recalling, Detect, Elaborate, Review. This study conducted by using classroom action research. It was done through planning, action, observation, and reflection. The location of research was SMP Negeri 42 Medan Daerah On Jl. Platina V Kelurahan Titi Papan kecamatan Medan Deli. To get the sample, the researcher took one class. It was VIII-A. This research applied quantitative and qualitative data. Quantitative data were taken from students' test. Qualitative data were taken from the observation sheets. Based on the reading comprehension test scores, in this case the researcher was conducted reading descriptive text, the students' score the teacher have been improved. The improvement can be seen in Pre-Test (before teaching) the mean score was 27,94 (28). The first cycle was done and the mean score was 68,97 (69). The researcher did a Post-Test in the second cycle and the students' mean score 92,56 (93). The improvement also can be seen from the number of master students in reading achievement, in Pre-Test 0% students got point more than 75, in the first cycle test 10,25% students who got pint more 75 and the second cycle 100% students got point more than 75. And the improvement was 59% from cycle 1 to cycle 2. It means that teaching reading through MURDER strategy can improve students in teaching reading and made students feel enjoy, have fun, and interestedin learning reading.

*Keyword : MURDER strategy, reading, descriptive text*

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The Researcher

**Indah Arimbi Siregar**
**1302050255**

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# CHAPTER I

# INTRODUCTION

## A. The Background of the Study

Reading is the one of the most important skill in learning a language besides listening, speaking, and writing. It appropriate to the opinion of Harmer (2004: 36) that reading is one of the four basic language skills and is a part of component of communication. Many researchers note that reading is the most important language skill for success in all educational contexts. Moreover, in the era of globalization, students need to intensify their reading activities in order to get the information as much as possible. By doing that, the students will be able to cover the news and knowledge all over the world to support their lives.

Reading comprehension has also been included in National Exam. It means that reading needs to be mastered by the students to pass the National Examination. In fact, most of students feel difficult when reading a text. They can not comprehend the text well because the text is very long and there are many difficult words. Finally, the students get bored and the result is not good.

Based on the researcher's experience when Teaching Practice Program (PPL) at SMP Negeri 42 Medan, especially in eight grade at academic year 2016/2017, the researcher found some problems in learning reading comprehension, such as: most of students had many difficulties in reading, and most of students lack practice in reading, so the students get bored in reading comprehension. And expectations in this study to better understand the students in

reading, and can improve their teaching english especially in reading comprehension.

Thus, in order to solve this problem, it is necessary to find an interesting way or strategy that could arise the students' interest especially in reading comprehension, and researcher found a good strategy that could be applied, and it was named Mood, Understanding, Recall, Detect, Elaborate, Review Strategy (MURDER).

MURDER is an acronym of mood, understands, recall, detect, elaborate, review. This strategy produced by cognitive psychology perspective. There are six steps that are used in engineering MURDER, which is set the mood, understand the reading comprehension, recall, detect in fault, elaborate with the experience, and repeat or view again.

Compare to traditional strategy of reading which only consist of read for understand and review the text, but it is more developed in MURDER strategy. MURDER is to reinforce the advantages because students need to advance the understanding, explain, extend, and record the main ideas of the text verbally. In this case, information processing demands the involvement of metacognition-thinking and making decisions based od reasoning (jannah, 2014: 4).

Based on the Explanation above, the researcher take out title **"Implementation of Mood, Understanding, Recalling, Detect, Elaborate, Review Startegy In Teaching Reading Comprehension"**.

**B. The Identification of the Problems**

In relation to the background, the problems of this researcher can be identified as the following:

1. The students are difficult in comprehending text

2. The students lack practice in reading text

3. The students get bored when reading text

**C. The Scope and Limitation**

The scope of this research is reading comprehension and it was limited on applying MURDER strategy in teaching descriptive text.

**D. The Formulation of the Problems**

The problems of this research can be formulated as the following:

1. Is there any improvement of MURDER strategy in teaching reading comprehension?

2. How is the effectively of implementation MURDER strategy in reading descriptive text?

**E. The Objective of the Study**

The objective of the study is expected as the following:

1. To find out the improvement of MURDER strategy in teaching reading comprehension.

2. To know how the effectively of implementation MURDER strategy in descriptive text.

## F. The Significance of the Study

The findings of the study study are expected to be useful theoretically and practically.

1. Theoretically, the results of this study are expected to be able to enrich and enhance the theory of teaching reading by using MURDER strategy. The result of this study can be used as a reference for those who want to conduct related researchers.

2. Practically

   a. The students, to increase students' interest in Learning English and their ability in reading through MURDER strategy.

   b. English Teachers, to be various way in teaching reading and hopefully the teachers are able to increase the students' interest in teaching english especially in reading.

   c. Other researchers, to give information for those who will conduct the research in the same field.

   d. Readers, especially the candidate of English teacher as an input for them when someday go to field of teaching English class room.

# CHAPTER II

# REVIEW OF LITERATURE

## A. Theoretical Framework

This chapter presented a review related to literature and explanation of the material. Some theories related to this study presented in order to strenghten this study.

### 1. Description of Reading

#### 1.1 Definition of Reading

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has two work out significance of the messages. It means that people receive the information from their eyes then understand the meaning by their brain. According to Frank (2004: 179) "Reading is the process to get, to understand, to catch the content of the reading and extracting information from print". Meanwhile, Debora, (2004: 5) states that reading is an active process that depends on both an out door's ability to convey meaning using words and your ability to create meaning from them, reading is an interactive process that goes on between the reader and the text, resulting in comprehension.

#### 1.2 Type of Reading

Generally reading divide into two types, there was intensive and extensive. Every type has different definition and characteristic. Both of them make reading

as activities that are different with other skills. Therefore, the definition of each type is defined as below:

1. Intensive Reading

Brown (1991: 412) states that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. He draws an analogy to intensive reading as a "zoom lens" strategy. Intensive reading, sometimes called "Narrow Reading", may involve students reading selections by the name author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text.

According to Harmer (2007: 166) Intensive reading has several characteristic. It makes intensive reading different with extensive reading. The characteristic of intensive reading is stated below:

a. Usually class room based.

b. Reader is intensely involved in looking inside the text.

c. Students focus on linguistic or semantic details of a reading.

d. Students focus on surface structure details such as grammar and discousre markers.

e. Students identify key vocabulary.

f. Students may draw pictures to aid them (such as in problem solving).

g. Texts are read carefully and thoroughly, again and again.

h.  Aim is to build more language knowledge rather than simply practice the skill of reading.

We can conclude that intensive reading has limitation in doing it. The limitations are time, word/phrase and meaning consensus. We can give a time limit of say vocabulary enquiry, whether this involves dictionary use, language corpus searches, or question to the teacher. Meaning consensus can get students to work together to search for and find word meaning.

2.  Extensive Reading

Brown (1991: 313) says that extensive reading is carried out "to achieve a general understanding of usually somewhat longer text (book, long article, or essay, etc). The aims of extensive reading are to build reader confidence and enjoyment. Pleasure reading is often exetensive. Extensive reading is always done for the comprehension of main ideas, not for spesific details. Extensive reading has characteristic that is different from intensive reading. Day and Bamford (2002: 14) put forward ten characteristic identified is successful extensive reading program. They are duplicated (in abbreviated form) below:

Students read as much as possible.

a.  A variety of materials on range of topics is available.

b.  Students select what they want to read.

c.  The purpose of reading are usually related to pleasure, information and general undersatanding.

d.  Reading is its own reward.

e. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar.

In this type, students can take the form of original fiction and non-ficton books as well as simplifications of established works of literature. Such books succeed because the writers or adaptors work within literature. It means that students at the appropriate level can read them with case and confidence. They need texts they can read without great use of dictionary. Some teacher feels that time spent on extensive reading will take away from time that could be spent on learning language skills. Others will argue that extensive reading provides a richer context for practice.

**1.3 The Objective of Reading**

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to Grabe W. he defines the objectives of reading into several points, they are as follows:

1. Reading to search information

2. Reading to skim quickly

3. Reading to learn (from text)

4. Reading to write (or search information needed for writing)

5. Reading to analyzed the text

6. Reading for general information

Based on the objectives above we can understand that reading need a special attention. It is not surprised if reading is one of the important skills in learning foreign language. The objectives above is reason why getting students to

read. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a researcher's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts.

**1.4 The Purpose of Reading**

Grabe and Stoller (2002: 13) stated that there are some purpose of reading, they are:

a. Reading to search for simple information and reading to skill

Reading to search for simple information is common reading ability. It is used so often in reading tasks that is probably best seen as type af reading ability. In reading to search, we typically scan the next foea specific piece of information or specific word.

b. Reading to learn from the text

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension to connect text information with background knowledge.

c. Reading to investigate inforamtion, write and critique text

These skills inevitably require critical evaluation of the information being read so that the reader can decide what inforamtion to integrated and how integrate it for the reader's goal. In this respect, both reading to write and reading to critique texts may be task variants of reading to integrate

information. Both require abilities to compose, select, and critique information from a text.

    d. Reading for general a comprehension

Reading for general comprehension, when accomplish by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning represantation of main ideas, and efficient coordiantion of many processes under very limited constraints.

## 1.5 The Advantages of Reading

When people read a book, news paper, or take part in a conversation directly they improve their knowledge. Learning reading has effect on language ability. So many advantages we will get by reading. It is why reading is one of the important skills in Learning English. There are some pointers for pelasure reading that help people to :

1. Improve their vocabulary
2. Increase their reading speed
3. Improve their comprehension
4. Improve their writing
5. Gain more knowledge
6. Find the examples of many different ways people speak and write

Based on advantages above, it is quite clear that reading is very important in learning a foreign language. Reading helps students improve their competence, ability, knowledge and information in teaching learning process. For students who live in a non-English spoken country, it can help them to understand about

English more. It is very important for them. The advantages for students states below:

1. Reading helps you to learn how to think in English.

2. Reading can enlarge your English vocabulary.

3. Reading can help you to improve your writing.

4. Through reading may be it is good way to practice your English.

5. Raeding is good way to find out bout new ideas and facts.

**1.6 Teaching Reading**

Richards (2001: 207) states teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be main as facilities students performance this in comprehending texts, and provide students with many opportunities for practice are encourage in a number of comprehension enhancing the best known of which reading recovery. During teaching reading process we must pay attention about the principles of teaching reading. The principles of teaching reading are states below:

1. Reading is not passive skill.

2. Students need to be engaged with that they are reading.

3. Students should to be encouraged to respond to the content of a reading text, no just to the language.

4. Prediction is major factor in reading.

5. Match the task to the topic.

6. Good teacher exploit reading texts to the full teaching reading is not vacuum activity. Students will enjoy during reading process. As we know the advantages of reading, so we must pay attention how to increase reading comprehension in class room. Teaching raeding need more attention than only read text.

## 1.7 Reading Comprehension

Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. The fundamental goal of any reading activity is known enough science concepts and knowing the language in term understanding or comprehending. (Gordon, 2007: 35). Reading comprehension is not a skill or ability that can be developer once and for all at any level of instructions. It is a cumulative process that began in early chilhood and continous as long as and individual reads for information.

Each new concepts developed enhances the individual's thingking procecss and enlarges the background for learning and understanding. As readers mature, their store of usable information advance to incorporate knowledge in many areas, and they become capable of understanding materials on gradually ascending levels of difficulty. Increasing maturity in comprehension need not involve new kinds of thingking skills, but it does require emphasis on the more complex abilities necessary for undertstanding. Very young children use these skill at an elementary level to select, understand, and interpret facts and make judgment. Ask they mature, understanding develop until they are able to apply the basic skill to interpret much more difficult material.

According to RAND Reading Study Group (2002: 11-7) defines that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Use the words extracting and cosntructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. The elements of comprehension, namely:

a. The reader who is doing the comprehending

b. The text that is to be comprehended

c. The activity in which comprehension is a part

## 1.8 Indicators of Reading

Another important thing that should be exist in teaching reading comprehension is the teachers have to decide the indicators of reading comprehension. It has purpose to measure how far the students comprehend about a passage. Through the indicators the teachers can assess whether the students have understood about the text or not. If the students can achieve the all indicators, it means the students could understand the text well.

Basirun (2004: 14-15) states some general indicators in reading comprehension process. Those are:

1. Finding main idea from particular paragraph from text provided.

2. Answering "WH" questions about main idea from particular paragraph from text provided.

3. Answering some questions through specific information from text provided.

4. Completing sentence by using specific word from text.

5. Answering "WH" questions by using particular information.

6. Finding synonym of particular word in the text.

7. Finding antonym of particular word in the text.

8. Finding meaning of particular wor in the text.

**1.9 Level of Reading Comprehension**

Acording to Thomas Barret in Brassell and Rasinski (2008: 17) state there are three types of action with his three-level taxonomy of reading comprehension:

**a. Literal Comprehension**

In this level, the readers get information and ideas that are explicitly stated in the text. Literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text. Literal comprehension focuses on ideas and information explicitly stated in the selection.

**b. Inferential Comprehension**

Inferential comprehension refers the ability of a reader to take in information that is inferred or implied whitin a text. It is stimulated by purposes for reading and teacher's questions which demand thingking and imagination that goes beyond the printed page. In this level the students uses the ideas and information implicitly stated his intuition and personal experiences as a basis for conjecturing and hypothesizing.

### c. Critical Comprehension

Critical comprehension involves a reading making critical judgments about the information presented in the text. Critical comprehension refers to the ability to make judgment about ideas and information a writer offers. Competent reader will measure them againts what they already know accepting or rejecting them in whole or part or with holding judgment until confirmation is reached.

So, it means that the three levels of comprehension mentioned above are important and needed to be mastered by the students to be success in reading.

### 2. Description of Text

According to Pardiyono (2007: 1) Text is a language in use that consist of spoken and written text. Because in this study was about writing so it is just discussed about written text. Using writing text only give the information. Message, or idea but it must be accepted by many people.

Pardiyono (2007: 31), related to how a written text is to be made, there important things were implicity in this text:

a. The purpose of text: it is what a text is purposively intended.

b. Rhetorical structure rhetorically constructed through particular text element.

c. Grammatical is grammatically-correct, realized in a number of lexical items through appropriate use to: words, phrase, and clause.

Not only that, Pardiyono (2007: 19) states that text has many types, they are:

a. Description text is a type of written text, which has specific function to give description about an object (human or non human). For example: describe about place of interest.

b. Recount text is a type of written text which gives information to the reader the past activities or event.

c. Narrative text is a type of written text which entertains or gives good lesson to the reader about activities and includes conflict, climax, and resolution. For example: novel.

d. Procedure text is a type of written text which describes the step to accomplish for things of job done. For example: how to make banana milkshake.

e. Explanation text is a type of written text which explains a process of information, or describes how an object works or phenomenon.

f. Discussion text is a type of written text which offers viewpoints related to some socio-economic problems.

g. Exposition text is a type of written text which exposes the argument or opinion to the reader.

h. New items text is a type of written text which informs newsworthy events of the day and other natural phenomenon to the reader. It usually is written by journalist in newspaper.

i. Report text is a type of written text which provides information about natural or non natural phenomenon.

j.  Anecdote text is a type of written text which shares with others about ridiculous event or amusing event.

k.  Review text is a type of written text which evaluates the quality of books and other work art.

l.  Short functional text is a text that has social function to inform something. It's called short functional text because the text is short and has a specific information.

## 2.1 Description of Descriptive Text

According to Wishon (2000: 79) stated that descriptive is meant by form of writing used to describe an object by looking, imagining the characterization. Descriptive usually refers to describe an object, an object can be a person, an animal, fruit, thing, place, and the other objects.

The generic structure of descriptive text is identification and characterization. In identification, it will tell about the introducing of object that want to describe. The characterization will tell about the characters of the object, it can be form the shape, color, and the other parts that we can look or imagining the appearance.

## 3.  Description of MURDER Strategy

The MURDER technique is one part of cooperative learning. 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. According to Johnson, Johnson and Holube, in Ingo

Kolar (2006: 3): cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning. In classrooms where collaboration is practiced, students pursue learning in groups of varying size: negotiating, initiating, planninga and evaluating together. Rather than working as individuals in competition with every other individual in the class room, students are given the responsibility of creating a learning community where all students participate in significant and meaningful ways. Cooperative learning requires that students work together to achieve goals which they could not achieve individually.

The MURDER technique can be used or can be collaborated into all the skill, they are reading, listening, speaking and writing. MURDER actually an acronym for each step of the process that the MURDER study uses (Erenhaft, 2004: 43). MURDER study asks students to collaborate to perform the thinking tasks or summarizing and elaborating on reading material.

The procedure for MURDER is as follows: Dasilva (2006: 187-188). The "M" in MURDER stand for "mood", the first step in which the individual should attempt to find a time and place that set a positive mood. This will allow the individual to study more effectively, because an individual will usually not be able to read effectively if her or she is in evironment that is distracting or just generally irritating. The "U" in MURDER stand for "understand", which the individual marks any information in the text that he or she does not understand by circling it, highlighting it, or simply drawing a question mark next to it. The "R" in MURDER stand for "recall" wich the individual should attempt to paraphrase

and note everything that he or she leaned from the section that he or she just went over. The "D" in MURDER stand for "detect/digest", suggests that the individual should go back over each topic that he or she marked earlier and reread that material in an attempt to understand that material better. The "E" in MURDER stand for "expand/elaborate", suggests that the individual should go back and start asking and attempting to answer questions about the specific topics that he or she still does not understand even after completing the digest step. The "R" in MURDER stand for "review" all of the material that the individual actually does understand in order to refresh material in the individual's mind.

Kollar (2006: 11) also confirm the objectives of the MURDER technique are twofold. 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. In accordance with these objectives, MURDER increases learners' engagement in cognitive and metacognitive activities. As an example for cognitive activities, learners are supposed to engage in explaining.

**3.1 The Use of MURDER in Teaching Reading**

The MURDER technique can be used or can be collaborated into all skill, they are reading, listening, speaking and writing. But in order the application of MURDER in reading can be explained in other way. Here is the explanation in each step in teaching reading.

Kerka (2007: 22) explains procedure MURDER in classroom might be as follw, the teacher asks the students to make groups in pair. If the students have got

their their pairs, the teacher gives a reading pessage (or section for a textbook) that has been divided into sections. Each student reads the first section silently. After the students ahve finished read the reading pessage, the teacher ask the students in each pairs to summarize what they have read to their partner alterantely, the key ideas of the section without looking down at the next. The other partner looks at the next, detects any errors, omissions, or unnecessary information in the summary and discusses these with the recaller. The roles of recaller and detector rotate for the next section. After that both students elaborate on the idea in the section. Types of elaborations inculde: (a) connections with others things the students have studied, (b) links between the section and the students' lives, (c) additions of relevant information not included in the section, (d) agreements with the views or ideas expressed in the section, (e) reaction to the section such as surprise, gladness, or anger, (f) applications of the ideas and information, and (g) questions, either about things not understood or questions sparked by the sections. When the entire text has been completed, the pair combines their thoughts and then summarizes the entire text.

The steps of MURDER strategy:

1. The first step associated with mood. Mood is to create a positive mood to learn the students, and this can be done by linking material.

2. The second step relates to the understanding. The students mark the lesson material that is not understood. But before this steps begins the teacher make students for somes group.

3. The third step relates to the repitition, the students repeat the amterial with them words.

4. The fourth step is relates to the detect. The students look for inforamtion about the material, if the students still can not, discuss with the teacher or friend groups.

5. The fifth step, the students elaborate or present their material infront of the class.

6. And the last step, review subject matter already learned.

## B. Conceptual Framework

Reading is a skill that must be mastered by the students in addition to writing, speaking, and listening. By reading to gain knowledge as well as extensive knowledge. Students must be able to capture ideas and concepts from the text that is read in learning English.

Of applying MURDER strategy, students are able to comprehend the text, and can make stduents not bored in reading comprehension. The MURDER technique is one part of cooperative learning. 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. In conclusion, by applying this technique the students' achievement in reading can be increase. That is why MURDER technique of cooperative learning is suitable in teaching reading.

# CHAPTER III

# METHOD OF RESEARCH

## A. Location

This research was conducted at SMP Negeri 42 Medan On Jl. Platina V Kelurahan Titi Papan kecamatan Medan Deli at academic year 2016/2017. The reason for choosing this school because the researcher ever conducted in field experience practice and the researcher found that the stduents have problems in reading comprehension especially in descriptive text. So, the researcher hopes to solve the problems.

## B. Subject of Research

In this research, the subject of the research is eight grade of SMP Negeri 42 Medan in academic year 2016/2017. Based on the purposive sampling technique, the researcher was taken the class VIII-A consist of 39 students as the subject of research. Because the researcher found that the students still have a low ability in reading descriptive text

## C. Research Design

The research had conducted by applying Classroom Action Research. Basrowi and Suwandi (2008: 28) stated that Classroom Action Research is action research in education sector what do in class area and have the goal to repair or to increase the learning quality. It means that classroom action research is a kind of research has quality with do specific action so it can repair or increase the learning practices in classroom with more proffesional.

The researcher did the research in two cycles, and every cycle included two meetings. Steps in every cycle is same. The steps in every cycle are follows:

1. Planning

   The activities in the planning are follows:

   a. Preparing materials, making lesson plan, and designing the steps in doing the action.

   b. Preparing sheet for classroom observation, preparing test (including pretest, postest, and questionnaire).

2. Action

   The activities in action are follows:

   a. Giving pre-test

   b. Teaching reading descriptive text through MURDER strategy.

   c. Asking the students' problem in reading descriptive text through MURDER strategy.

   d. Giving post-test and questinnaire.

3. Observation

   Observation is conducted to see wheter done by teacher has suitable with MURDER strategy and to see the students response by applying MURDER strategy.

4. Reflection

   The research finding is analyzed. It used to remember what happened in observation. Reflection seeks to make sense of processes, problems, and real issues in action. Reflection had an evaluate aspects to judge. Whether

the method could be problem solving to improve students' reading comprehension in descriptive text.

In the cycle I after the researcher do planning like preparing the materials, the researcher had done an action, the result from action have been showed strategy of MURDER is suitable or not with the researcher' expect. The result from the cycle I have been revision and the researcher have been made a new plan and do the same steps with cycle I in cycle II and have been gotten the new result.

The procedures are briefly described in the following scheme:
Sample Action Research Model
Kemmis & Mc. Taggart
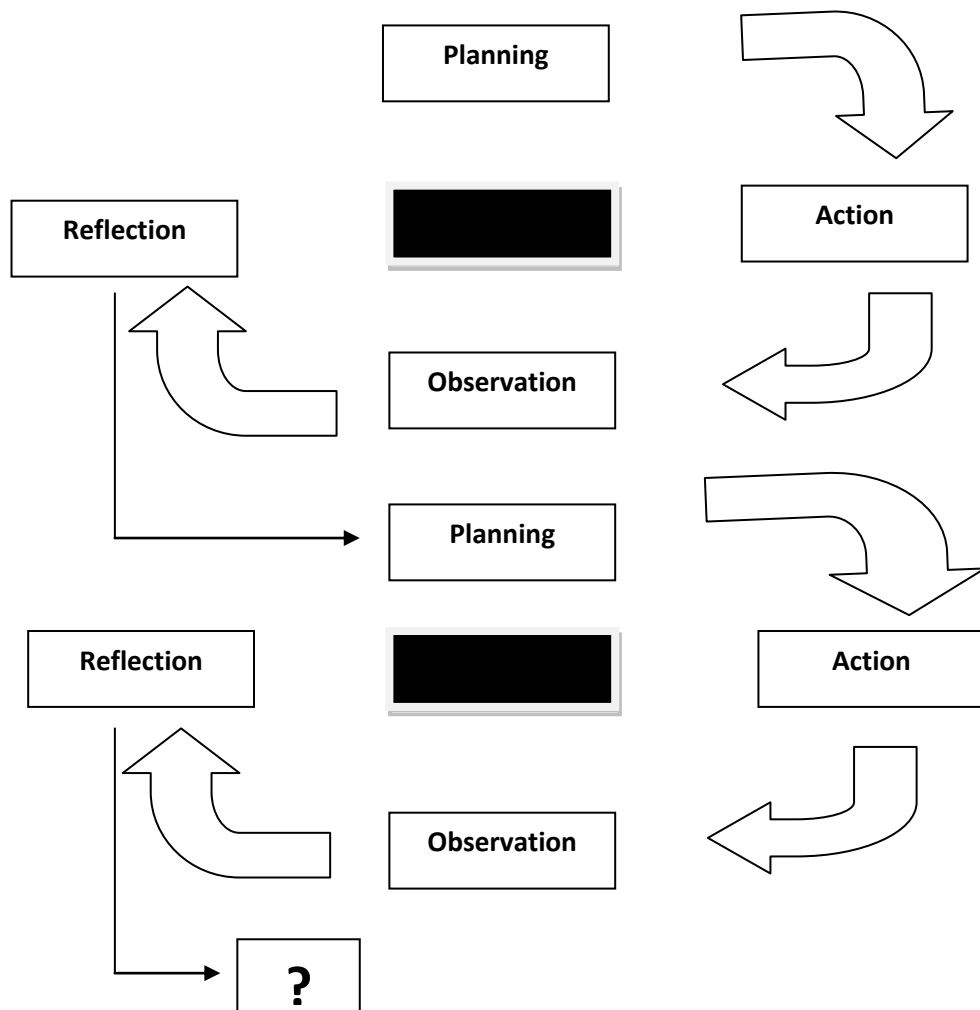
**D. Technique for Collecting Data**

The technique of data collection in this research was conducted by administrating for two cycles. In the first meeting of cycle 1, Pre-Test was administered to identify the basic knowledge about the students' achievement in reading descriptive text. Cycle 1 consist of two meetings: first and second meeting. Cycle 2 consist of two meetings: third and fourth meeting, so there are four meetings all together. The first cycle was started first meeting. And each cycle have four stages, namely: planning, action, observation and reflection.

Based on these indicators then the students reading achievement could be classified in quantitative and qualitative system. These scale will show as follows:

| Qualitative Forms | Quantitative Forms |
|-------------------|--------------------|
| Very Good | 81 – 100 |
| Good | 61 – 80 |
| Poor | 21- 40 |
| Very Poor | 0 - 20 |

**E. Instrument of the Research**

1. Lesson Plan

   The lesson plan was prepared in order to have a clear description of what to be done in classroom. It was guideline for the teacher in conducting every steps of the teaching plan. This lesson plan also helped the teachers organize their objective and methodologies: determines the purpose, aim, and rational of the class time activity. This lesson plan involves the activities that was conducted, the time allocation, the teachers' approach,

and the material used in teaching and learning process. It helps the teacher think through the best way to present the information to the students.

2.  Observation Sheet

    Observation sheet was used to obeserve all conditions that happened during the teaching learning process.

3.  The Test

    To get the data the researcher had been done some of the test. In reading descriptive text the researcher gave test which suitable to measure students' reading comprehension thourgh MURDER strategy. The researcher provided descriptive text, the studuents are hoped to comprehend the text, and then they answered the multiple choices test. The test had been taken form students' Handbook Bank Soal Ulangan Umum SMP/MTs by Dr. Usman Ali, dkk.

4.  Questionnaire

    The questionnaire was used to know the students' response on the application of the simulation in order to help them to improve their reading comprehension. The questionnaire contained of some items and it distributed to all of the students in the end of the cycle.

5.  Diary Note

    Diary note has function to record the events in teaching learning process. Diary note described the general impression of the classroom and its cliamte.

**F. Technique of Analyzing Data**

The technique of analyzing data analysis of this study was conducted by applying qualitative and quantitative data. The qualitative data was taken from describing the situation during the teaching learning process and to saw the students' opinion as well as their feeling during the teaching learning activity. Qualitative data was used to analyzed the score of the students. By applying these data, it was expected to get satisfy result. The qualitative data has been analyze from the observation sheet, questionnaire sheet, and diary notes.

The quantitative data was collected and analyzed by computing the score of reading in descriptive text. To know the development of the students score in each cycle, the mean of the students was computed and categorize the master of students, percentage of the students who get to 100 is calculated.

According to Suharsimi Arikunto to know the mean of the students' score of assessment give in each treatment, to research applied the following formula:

The mean of the students' score of assessment was calculated by applying the following formula:

$$X = \frac{\sum X}{N} \times 100\%$$

Where:

X : The mean of the students

$\sum x$ : The total score

N : The number of students

To categorize the number of master students the researcher used this following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P : the percentage of students getting score $\geq 75$

R : the number of the students who get the point $\geq 75$

T : the total number of the students' who did the test

The category of scoring:

90% - 100%   = Very Good

80% - 89%     = Good

65% - 79%     = Enough

55% - 64%     = Less

0% - 54%       = Bad

# CHAPTER IV

# DATA AND DATA ANALYSIS

## A.     ANALYSIS OF THE RESEARCH FINDINGS

## 1.     DESCRIPTION OF THE INITIAL CONDITIONS

Before researcher conducted action research, researcher collected data from class VIII-A at SMP Negeri 42 Medan On Jl. Platina V Kelurahan Titi Papan kecamatan Medan Deli at academic year 2016/2017.

This research was conducted in one class exactly. It consisted of 39 students. It was complished in two cycle have four stages, namely: planning, action, observation, and reflection. The researcher conducted two cycle. Each cycle was conducted in two meetings which the first meeting is Pre-Test. In the second cycle there were two meetings also. In the end each cycle was conducted a Pos-Test.

Based on the observations, researcher give test to the students its mean pre-test, the results or the ability of the students none that scored above KKM. This is caused the students difficult in comprehending text and the students lack practice in reading so the students get bored when reading text. In this action the researcher gave 20 multiple choice.

**1.1 Description of Pre-Test**

Before conducting the first cycle, the Pre-Tes was given in first meeting. The Pre-Tes was about descriptive text, they were read a text and answer the questions. While doing the Pre-Test, there were few students who were not interest to read the text and feel bored. They keep on looking up the words in a dictionary to find out the meaning of the words. Many of them made a noisy and disturbing their friend.

The results of this research was still lack, because it was still under KKM. The observation of students can be seen in the following table:

**Table 4.1**
**Table of Students' Score in Pre-Test**

| No | Students' Initial | MI | WHMI | WHPI | CS | AQ | FS | FA | FM | TOTAL |
|----|----|----|----|----|----|----|----|----|----|----|
| 1 | AP | 1 | 2 | 2 | - | 1 | 1 | 1 | 1 | 45 |
| 2 | AC | 1 | 1 | 3 | 1 | 1 | 1 | 1 | - | 45 |
| 3 | BP | 1 | - | 2 | - | - | 1 | - | - | 20 |
| 4 | CA | 1 | 1 | 3 | - | 1 | - | - | - | 30 |
| 5 | CS | 1 | - | 2 | - | - | - | - | - | 15 |
| 6 | CLF | 1 | - | - | - | 1 | - | - | - | 10 |
| 7 | DFI | 1 | 1 | 1 | - | 1 | - | - | - | 20 |
| 8 | DFA | - | 1 | 2 | - | - | - | - | 1 | 20 |
| 9 | DAS | 1 | - | 3 | - | 1 | - | - | 1 | 30 |
| 10 | DAH | - | - | 2 | - | 1 | - | - | - | 15 |
| 11 | DAY | - | 1 | 2 | 2 | - | 1 | - | 1 | 35 |
| 12 | GP | 1 | 1 | 1 | - | 2 | 1 | - | - | 30 |
| 13 | HR | 1 | 1 | 2 | - | 1 | - | - | - | 30 |
| 14 | H | 1 | 2 | 2 | - | 2 | - | - | 1 | 40 |
| 15 | JMS | 1 | 1 | 1 | 1 | 2 | 1 | - | - | 35 |
| 16 | LC | 2 | 2 | 3 | - | 1 | - | - | 1 | 45 |
| 17 | MR | - | 1 | 1 | - | - | - | - | - | 15 |
| 18 | MRA | 1 | - | - | - | 1 | - | - | - | 10 |
| 19 | MSH | 1 | 1 | 1 | - | 2 | - | - | - | 25 |
| 20 | MSA | 1 | 1 | - | - | 2 | - | - | - | 20 |
| 21 | MSW | - | - | 2 | - | 2 | - | - | - | 20 |
| 22 | MYP | 1 | - | 1 | - | 1 | - | - | - | 15 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 23 | NS | - | - | 2 | - | 1 | 1 | - | 1 | 25 |
| 24 | NR | 1 | 1 | 2 | - | 1 | - | - | - | 25 |
| 25 | ON | 1 | 1 | 2 | - | 1 | - | - | - | 25 |
| 26 | PAS | - | - | 2 | - | - | 1 | - | 1 | 20 |
| 27 | RK | - | - | - | - | 2 | - | 1 | - | 15 |
| 28 | RA | 1 | 1 | 2 | 2 | 1 | 1 | 1 | - | 45 |
| 29 | RD | 1 | 1 | 2 | 2 | 1 | 1 | 1 | - | 45 |
| 30 | SY | 1 | 1 | 2 | 1 | 1 | - | - | 1 | 35 |
| 31 | SFT | 1 | 1 | 2 | 2 | 1 | 1 | 1 | - | 45 |
| 32 | SNAD | 2 | 1 | 3 | 1 | - | - | 1 | 1 | 40 |
| 33 | SR | 1 | 1 | 2 | - | 2 | - | - | 1 | 35 |
| 34 | SFD | 1 | 1 | 2 | - | 1 | - | - | - | 25 |
| 35 | TW | - | - | 2 | - | 1 | - | - | - | 15 |
| 36 | TA | 1 | 1 | 1 | 1 | 2 | - | - | 1 | 35 |
| 37 | WN | 2 | - | 2 | - | 2 | - | - | - | 30 |
| 38 | ZU | 1 | - | 3 | - | 2 | 1 | - | - | 35 |
| 39 | ZS | 1 | 1 | 2 | - | - | 1 | - | - | 25 |
| $\sum$X = | | 34 | 28 | 69 | 13 | 42 | 13 | 7 | 11 | 1090 |
| X = | | | | | | | | | | 27,94 |

From the table above were still visible results of students scores were still low. It can be seen from the following diagram:

**Figure I. Diagram of Pre-Test**
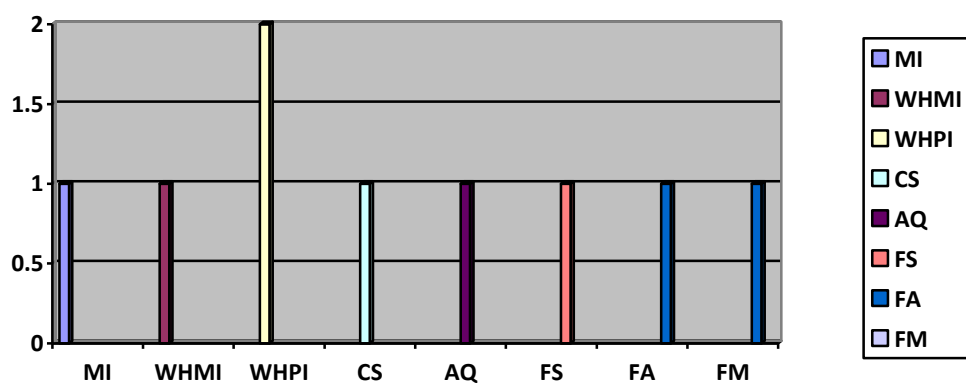
Based on the diagram, we can concluded that in Pre-Test there were not students got maximal scores. All of students got score under KKM (75). Where the mistakes students in answering questions of Pre-Test:

1. Students do not find meaning.
2. Students are less able to find an antonym.
3. Students are less able to find a synonym.
4. Students are less able to complete the answer.

### 1.2  Description of Cycle I

#### 1.  Planning

The plan was arranged before doing the research. First of all, the researcher prepared lesson plan which using MURDER strategy.

#### 2.  Action

The following is the procedure of the action in cycle 1:

a. First, in this stage the researcher as a teacher. This stage researcher prepared instruction and observation instruments needed to facilitate the implementation of English learning. The researcher also reviewed the students whether they have very learned about descriptive text. The researcher motivated the students by teaching the descriptive text.

b. Next, the researcher introduced about descriptive text and some example in descriptive text. The teacher gave more explanation from the application descriptive text by giving some pictures about

descriptive text. After teacher gave explanation, teacher asked the students to read the text.

c. After the students read the text, the teacher gave the test to the students about descriptive text.

3. **Observation**

The observe of the action was SMP Negeri 42 Medan. The students were learning through MURDER strategy. The observation report was put on the observation sheet of the students. The problem found during teaching and learning process, most of the students were inactive and the other disturbing their friend by making noisy. The observation was put on the questionnaire sheet of the teacher.

At the end in meeting cycle 1 or as we know Post-Test, researcher gave the test like test in Pre-Test. And the researcher found improvement students reading achievement the score can be seen bellow:

**Table 4.2**
**Table of Students' Score in Cycle 1**

| No | Students' Initial | MI | WHMI | WHPI | CS | AQ | FS | FA | FM | TOTAL |
|----|------|----|------|------|----|----|----|----|----|-------|
| 1 | AP | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 2 | AC | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 1 | 75 |
| 3 | BP | 1 | 2 | 4 | 2 | 2 | - | 2 | 1 | 70 |
| 4 | CA | 1 | 2 | 4 | 1 | 2 | - | - | - | 50 |
| 5 | CS | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 65 |
| 6 | CLF | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 7 | DFI | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 1 | 75 |
| 8 | DFA | 1 | 2 | 4 | 2 | 2 | - | 2 | 1 | 70 |
| 9 | DAS | 2 | 2 | 4 | 2 | 2 | 2 | 1 | 1 | 80 |
| 10 | DAH | 1 | 2 | 4 | 1 | 2 | - | - | - | 50 |
| 11 | DAY | 1 | 1 | 4 | 1 | 2 | 1 | - | 2 | 60 |
| 12 | GP | 2 | 2 | 4 | 2 | 2 | 2 | 1 | 1 | 80 |
| 13 | HR | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 65 |

| 14 | H | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
|----|------|----|----|-----|----|----|----|----|----|------|
| 15 | JMS | 2 | 2 | 4 | 1 | 2 | 2 | 2 | 1 | 80 |
| 16 | LC | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 17 | MR | 2 | 2 | 3 | 1 | 2 | 1 | - | - | 55 |
| 18 | MRA | 1 | 1 | 4 | 1 | 2 | 1 | - | 2 | 60 |
| 19 | MSH | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 65 |
| 20 | MSA | 2 | 2 | 3 | 1 | 2 | 1 | - | - | 55 |
| 21 | MSW | 1 | 2 | 4 | 2 | 2 | - | 2 | 1 | 70 |
| 22 | MYP | 1 | 2 | 4 | 2 | 2 | - | 2 | 1 | 70 |
| 23 | NS | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 65 |
| 24 | NR | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 25 | ON | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 26 | PAS | 1 | 2 | 4 | 2 | 2 | - | 2 | 1 | 70 |
| 27 | RK | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 28 | RA | 1 | 2 | 4 | 2 | 2 | - | 2 | 1 | 70 |
| 29 | RD | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 30 | SY | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 31 | SFT | 1 | 2 | 4 | 2 | 2 | - | 2 | 1 | 70 |
| 32 | SNAD | 1 | 2 | 4 | 2 | 2 | - | 2 | 1 | 70 |
| 33 | SR | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 65 |
| 34 | SFD | 2 | 2 | 4 | 1 | 2 | 2 | 1 | 2 | 80 |
| 35 | TW | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 36 | TA | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 65 |
| 37 | WN | 1 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 60 |
| 38 | ZU | 2 | 2 | 3 | 1 | 2 | 1 | - | - | 55 |
| 39 | ZS | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| $\sum X =$ | | 65 | 76 | 137 | 62 | 78 | 35 | 52 | 37 | 2690 |
| $X =$ | | | | | | | | | | 68,97 |

From the data it can be seen the improvement of the mean score of the students reading achievement through MURDER strategy. In Pre-Test students means about 28 and in cycle 1 was about 69. So the improving from Pre-Test to cycle 1 was 41%. With the students point that able in cycle 1 was 4 students (10,25%). Because the students that got points up to 75 (KKM) only 4 students from 39 students, the researcher continued the cycle 2.

And can be concluded based on the data that in cycle 1 the lowest scores were still. The students improvement in reading achievement shown below:

**Figure II. Diagram of Cycle I**
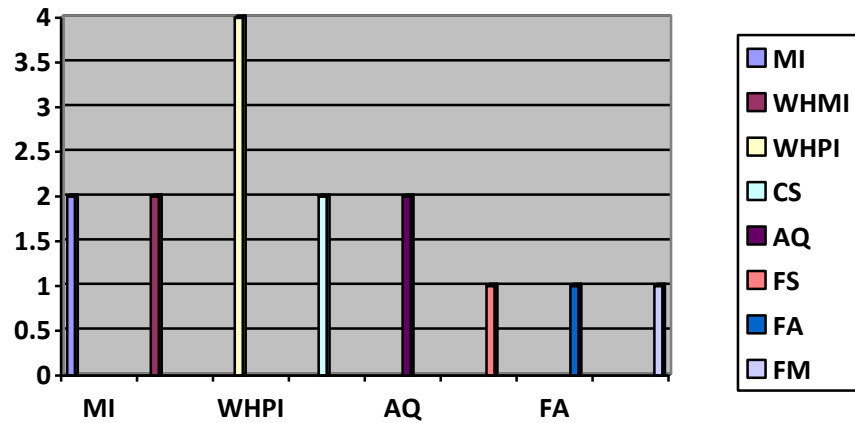


From the data, it can be shown the average of students score in cycle 1 was 69. The students that got able was 4 students. So it can be known the percentage of able was 10,25%. The different percentage between Pre-Test to cycle 1 can be seen below:

**Figure III. The Different Percentage in Pre-Test to Cycle 1**
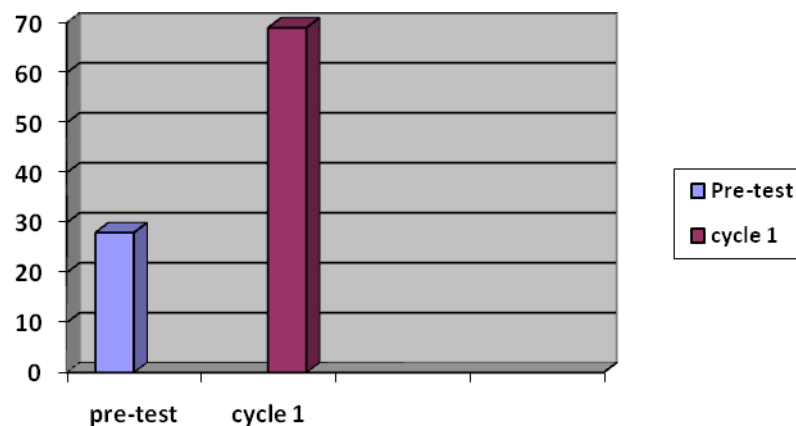


It was shown that means of students score In Pre-Test was 28 then improved in cycle 1 was 69 so there was any 41% improvement.

4. **Reflection**

Based on the observation and the result students test, it was known the teaching and learning reading through MURDER strategy gave satisfy and improvement, although there was some students got decreasing the score. Reflection also was a phase to process the data take from observation while teaching learning process through MURDER strategy. After cycle the researcher was run and result did not gave the effective through MURDER strategy in improve students achievement in reading comprehension, it would continued in cycle 2.

**1.3 Description of Cycle II**

1. **Planning**

In planning, the researcher did:

a. Preparing lesson plan and give the picture that related with the study. Especially still about descriptive text.

b. The researcher prepared the research instrument that would be use in teaching reading by using MURDER strategy.

c. The teacher telling a descriptive of text and then the students have to listen.

d. After teacher told descriptive of the text, teacher divided the students some groups.

e. And then, the teacher shared the descriptive of text to each group, and they would make group discussion.

f. The same with another group.

2. **Action**

In this step the researcher done the lesson plan which add arranged in cycle 1, and also in this cycle improve the weakness before. The material was gave in cycle 2 in the same in cycle 1. The teaching and learning process in action same in cycle 1, it was started from opening until closing.

The activities in action were follow:

1. Giving questionnaire

2. Giving observation sheet

3. Teaching reading descriptive text through MURDER strategy

4. Giving Pos-Test

In meeting of cycle 2, the researcher told to the students the mistake done in Pre-Test and cycle 1. Most of them did same mistake in reading descriptive text. The researcher gave each students each item test with MURDER strategy and they more understand and enjoyed more focused in the test. It can be shown from the different score between Pre-Test and cycle 1. In the test of cycle 1 10,25% students get point 75. And after getting maximal score the researcher gave second test in cycle 2 with different test but some material about reading.

3. **Observation**

Observation was done to know the real condition of the students when teaching and learning process. In the process most of students had given

attention to teaching reading. Thus the researcher collected the data that used as a basic of reflection. Observation was done together with action in the same time. It was intended to discover the information about behavior, attitude, performance, activities, during teaching learning through MURDER strategy in classroom. In doing observation, the researcher was helped by English teacher as the collaborator. So, observation should be done carefully and there are no students make a noisy.

Before running cycle 2, the researcher also collect the score items like in Pre-Test and cycle 1, there was improvement also like Pre-Test to cycle 1. And the researcher found improvement students reading achievement the score can be seen below:

**Table 4.3**
**Table of Students' Score in cycle 2**

| No | Students' Initial | MI | WHMI | WHPI | CS | AQ | FS | FA | FM | TOTAL |
|----|------|----|------|------|----|----|----|----|----|-------|
| 1 | AP | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 1 | 95 |
| 2 | AC | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 1 | 95 |
| 3 | BP | 2 | 3 | 5 | 2 | 2 | 1 | 2 | 2 | 95 |
| 4 | CA | 2 | 3 | 4 | 2 | 2 | 2 | 1 | 2 | 90 |
| 5 | CS | 2 | 3 | 5 | 1 | 2 | 2 | 1 | 1 | 85 |
| 6 | CLF | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 7 | DFI | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 8 | DFA | 2 | 3 | 5 | 1 | 2 | 2 | 1 | 1 | 85 |
| 9 | DAS | 2 | 3 | 5 | 1 | 2 | 2 | 1 | - | 80 |
| 10 | DAH | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 11 | DAY | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 12 | GP | 2 | 3 | 5 | 1 | 2 | 2 | 1 | 1 | 85 |
| 13 | HR | 2 | 3 | 4 | 2 | 2 | 1 | 2 | - | 80 |
| 14 | H | 2 | 3 | 4 | 2 | 2 | 2 | 1 | 2 | 90 |
| 15 | JMS | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 16 | LC | 2 | 3 | 5 | 2 | 2 | 1 | 2 | 2 | 95 |
| 17 | MR | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 18 | MRA | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |

| 19 | MSH | 2 | 3 | 5 | 1 | 2 | 2 | 1 | 1 | 85 |
|---|---|---|---|---|---|---|---|---|---|---|
| 20 | MSA | 2 | 2 | 5 | 2 | 2 | - | 2 | 1 | 80 |
| 21 | MSW | 2 | 3 | 5 | 2 | 2 | 1 | 2 | 2 | 95 |
| 22 | MYP | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 23 | NS | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 24 | NR | 2 | 3 | 4 | 2 | 2 | 2 | 1 | 2 | 90 |
| 25 | ON | 2 | 3 | 5 | 2 | 2 | 2 | 1 | 2 | 95 |
| 26 | PAS | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 27 | RK | 2 | 3 | 4 | 2 | 2 | 1 | 2 | - | 80 |
| 28 | RA | 2 | 3 | 5 | 2 | 2 | 2 | 1 | 2 | 95 |
| 29 | RD | 2 | 3 | 4 | 2 | 2 | 2 | 1 | 2 | 90 |
| 30 | SY | 2 | 3 | 5 | 1 | 2 | 2 | 1 | 1 | 85 |
| 31 | SFT | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 32 | SNAD | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 33 | SR | 2 | 3 | 4 | 2 | 2 | 1 | 2 | - | 80 |
| 34 | SFD | 2 | 3 | 5 | 1 | 2 | 2 | 1 | 1 | 85 |
| 35 | TW | 2 | 3 | 5 | 1 | 2 | 2 | 2 | 2 | 95 |
| 36 | TA | 2 | 3 | 4 | 2 | 2 | 2 | 1 | 2 | 90 |
| 37 | WN | 2 | 3 | 5 | 1 | 2 | 2 | 2 | 2 | 95 |
| 38 | ZU | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 39 | ZS | 2 | 3 | 5 | 1 | 2 | 2 | 2 | 2 | 95 |
| $\sum$X = | | 78 | 116 | 192 | 68 | 78 | 70 | 64 | 61 | 3610 |

In the second cycle was 100% of students got ≥ 75 score. It can concluded that applied MURDER strategy as a media can improve students' achievement in reading.

In meeting of cycle 2, the researcher told the students' mistake done in Pre-Test and cycle 1. In cycle 1 they were not really effective in learning English by using MURDER strategy, it because some students still more playing than learning. But there was improving that their got from the Pre-Test to the cycle 1. It can be shown from the different score between Pre-Test and cycle 1. In Pre-Test was 0% students who got score up to 75. In the test cycle 1 about 10,25% students who got score up to 75. And for getting maximal score the researcher gave second

test in cycle 2. After running cycle 2 the researcher got satisfied cycle 2. And the different from cycle 1 to cycle 2 was 59%.

Students score in cycle 2 shown on diagram below:

**Figure IV. Diagram of Cycle 2**
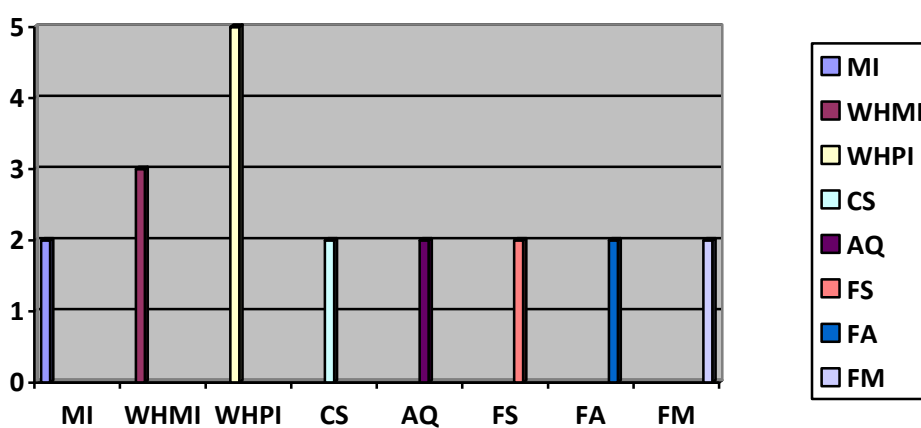


Based on the data in cycle 2, it was shown improvement by mean of students was 93%. The students that able was 39 students. So the percentage was 100%. It was shown that there was any improvement students reading achievement through MURDER strategy.

Based on the result of cycle 1 and cycle 2 that have done by the researcher, so there was improvement that seen during teaching and learning process, the improvement can be seen below:

**Figure V. Diagram Pre-Test, Cycle 1 and Cycle 2**
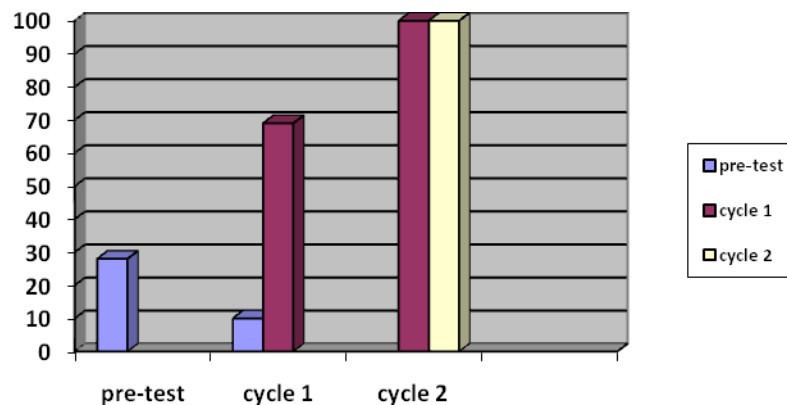


From the diagram above can be concluded that there was not able students reading achievement in Pre-Test, it can be seen there was only means students score reading 28 it far from KKM that students should be reach score up to 75. And the diagram shown that there was improvement reading score in cycle 1 about 10,25% with means 69 and better score in cycle 2 with improvement 100% of total able students reading score was 93.

### 4. Reflection

Based on the observation and students test, it was known that teaching and learning reading through MURDER strategy was satisfying and gave the improvement to the students.

According to the description in each cycle, the students' achievement through MURDER strategy made students enjoyed in teaching and learning process, and also because the material which given by teacher more creative, not monotone, fun, and imaginative. The result of this result

was MURDER strategy can improve students achievement in learning reading comprehension.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the data analysis and observation, the conclusion can be drawn as followed:

1. After applying MURDER strategy, there was an improvement in teaching reading comprehension. These could be shown from, the improvement of the students achievement in each cycle. Before applied MURDER strategy, in Pre-Test 28 all the students were unable in reading, and after applied this strategy, in the first cycle 10,25 students were able, and in the second cycle all the students or 100 were categorized able in reading.

2. The students felt more enjoyable and interested in learning reading through MURDER strategy. The students got the improvement or reading skill, but difficulties that faced by students was reading comprehension. Especially to identify the main idea, because they might to read all of the text and they kept on looking up the words in a dictionary to find out the meaning of the words.

## B. Suggestion

1. For the teacher, to increase the quality of teaching reading comprehension. They should use many kinds of method to support their teaching and learning process. Therefore, the teacher should motivate their students to learn English more seriously.

2. For the students, to add their knowledge and to add reading comprehension through MURDER strategy. They could be active in teaching and learning process.

3. For the other researchers, to add reference and as the information for further research in reading comprehension with different sample and occasion.

4. For the school, improve the quality of the institution especially in complaint teaching and learning process, confer contribution useful for institution in teaching learning process.

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**LESSON PLAN**

**Cycle 1**

School     : SMPN 42 Medan

Subject     : English

Class/Semester  : VIII-A

Topic      : Descriptive Text

Time      : 2 x 40 minutes

### 1. Standard Competence

To comprehend the meaning of short functional text or short text in a descriptive text from in daily life context to access knowledge.

### 2. Basic Competences

Responding the meaning in form of short functional written and simple essay accurately, and acceptable on daily life context.

### 3. Indicators

- Finding topics descriptive text

- Answering a questions with certain information from reading text

- Determining the true false a statement absed the descriptive text

- Identify reading text on the generic structure the correct place from reading text

- Determine the meaning of vocabulary of reading text

4. **Learning Objective**

   At the end of the lesson, students can:

- Find a topic descriptive text

- The answer question with specific information from reading text

- Determine the correct one based on the descriptive text a statement read

- Identify generic srtucture of the text reading in the right place from which to read descriptive text

- Determine the meanig of words from the text difficult to read descriptive text.

5. **Learning Material**

- Reading : Descriptive text

- Generic structure

6. **Teaching Method**

MURDER Strategy

7. **Learning activities:**

A. Activities Introduction

   Recap:

   1. Teacher saluted and with students parying together

   2. Teacher checking students attendence

   3. Teacher introduces the topic of learning the material linking the students experience

   4. The teacher explained the purpose of learning

B. Core Activities

    a. Exploration

        1. The teacher show the text to the students.

        2. The teacher ask students " what is the text about?"

        3. the teacher explain the material.

    b. Elaboration

        Activities 1

        1. Classes are divided into several groups

        2. Teacher distribute descriptive text to each group

        Activities 2

        1. The students with their group, students understand the text

        2. The students with their group, determine the generic structure

        3. In groups of students define difficult words

    c. Confiramtion

    1. Representative of each group presented the result of discussions

    2. And other group give response

C. Clossing

    1. Students make inferences about the text material descriptive

    2. The teacher presents conclusions and provide reinforcement of the material descriptive.

    3. Teachers assign homework to students to describe something

**8. Equipment / Materials / Resources:**

LKS

**9. Scoring:**

   a.  Test        : Multiple choices test

   b.  Instrument:

10. Scoring system

Score $\underline{\textit{the total of right answer}}$ x 100
            *The total of questions*

The right score 100

Medan,   Januari 2017

Approved by;
Subject Teacher                    Researcher

Tantri Pamor Siti Aisyah S.pd       indah Arimbi Siregar
NIP/NIK.19720319199812003      NPM.1302050255

Head Master
SMPN 42 Medan

Dewi Sri Indriati Kusuma S.pd M.si
NIP/NIK.197501081999032008

**LESSON PLAN**

**Cycle 2**

School            : SMPN 42 Medan

Subject           : English

Class/Semester    : VIII-A

Topic             : Descriptive Text

Time              : 2 x 40 minutes

### 1. Standard Competence

To comprehend the meaning of short functional text or short text in a descriptive text from in daily life context to access knowledge.

### 2. Basic Competences

Responding the meaning in form of short functional written and simple essay accurately, and acceptable on daily life context.

### 3. Indicators

- Finding topics descriptive text

- Answering a questions with certain information from reading text

- Determining the true false a statement absed the descriptive text

- Identify reading text on the generic structure the correct place from reading text

- Determine the meaning of vocabulary of reading text

**4. Learning Objective**

At the end of the lesson, students can:

- Find a topic descriptive text

- The answer question with specific information from reading text

- Determine the correct one based on the descriptive text a statement read

- Identify generic srtucture of the text reading in the right place from which to read descriptive text

- Determine the meanig of words from the text difficult to read descriptive text.

**5. Learning Material**

- Reading : Descriptive text

- Generic structure

**6. Teaching Method**

MURDER Strategy

**7. Learning activities:**

A. ctivities Introduction

Recap:

1. Teacher saluted and with students parying together

2. Teacher checking students attendence

3. Teacher introduces the topic of learning the material linking the students experience

4. The teacher explained the purpose of learning

B. Core Activities

    a. Exploration

        1. The teacher show the text to the students and the picture.

        2. The teacher ask students " what is the text about?"

        3. the teacher explain the material.

    b. Elaboration

    Activities 1

        1. Classes are divided into several groups

        2. Teacher distribute descriptive text to each group

    Activities 2

        4. The students with their group, students understand the text

        5. The students with their group, determine the generic structure

        6. In groups of students define difficult words

    c. Confiramtion

        1. Representative of each group presented the result of discussions

        2. And other group give response

    d. Clossing

    1. Students make inferences about the text material descriptive

    2. The teacher presents conclusions and provide reinforcement of the material descriptive.

    3. Teachers assign homework to students to describe something

**8. Equipment / Materials / Resources:**

LKS

**9. Scoring:**

c. Test : Multiple choices test

d. Instrument:

10. Scoring system

Score $\underline{the\ total\ of\ right\ answer}$ x 100
   *The total of questions*

The right score 100

Medan, Januari 2017

Approved by;
Subject Teacher         Researcher

Tantri Pamor Siti Aisyah S.pd     indah Arimbi Siregar
NIP/NIK.19720319199812003     NPM.1302050255

Head Master
SMPN 42 Medan

Dewi Sri Indriati Kusuma S.pd M.si
NIP/NIK.197501081999032008

# Appendix III

## TEST

**Multiple choice**
**The following text is for questions no. 1 to 6.**

### Avocado

The avocado is a fast growing subtropical tree that can reach 80 feet in ideal conditions.

Trees are usually quite dense in foliage and often have a spreading growth form. Depending on the climate, avocado's may produce numerous flushes of the of new growth each year. The crushed leaves of Mexican varieties have an anise-like smell. Flowering occurs during winter, prior to vegetative growth flush. The flowers are formed in large clusters of up to 300 each. From each cluster only 2-3 fruits will develop. There are both type A and type B flowers. Type A flowers are receptive to pollen in the morning, then release pollen the following afternoon, while type B flowers release pollen in the morning and are receptive to pollen the following afternoon. Fruit set is best when plants are cross pollinated between types A and B. some cultivars set fruit every other year, some set fruit yearly. The fruits ripen 6-18 months from flower set.

1. When the avocado flowering ?

    A. During Winter        C. Every six months
    B. Each year           D. 6-8 months

2. How tall that avocado tree can grow ?

    A. 100 feet          C. 10 feet
    B. 300 feet          D. 80 feet

3. The fruit <u>ripen</u> 6-18 months from flower set.
   The under line word has the same meaning with …

    A. Flowering       C. Ready to be eaten
    B. Growing         D. Become fruit

4. Does type a flowers pollen in the afternoon ?

A. Yes, it does          C. No, it does not
B. Yes, he does          D. No, he does not

5. The avocado tree can growing fast … area.

A. At subtropical area          C. At hot area
B. At tropical area             D. At cold area

6. When the avocado fruit can ripe ?

A. Every year                   C. Every six months
B. 6-18 months from flower set  D. 6-8 months

**Read the text and answer questions no. 7 to 10.**

**My lovely puppies**

My dog, Besty, gave birth to four puppies five months ago. The first is Robin. He is a big male. His hail is brown with black markings. I put a black ribbon on his neck. The second is male too. I named him Oscar. He has brown hair with white markings and he has tall hair. He has a white ribbon around his neck. The two other puppies are brown haired with no markings. They are female. They are Ruby and Opal. Ruby has a red ribbon on her neck while Opal has a pink ribbon. Eventhough they are not quite the same, they are all so cute. I love them all.

7. What is the text about ?

A. Procedure Text          C. Descriptive Text
B. Report Text             D. Narrative Text

8. How many dogs that the writer explain in the text above ?

A. 3                       C. 5
B. 4                       D. 6

9. What is the name of dog that has white markings ?

A. Robin                   C. Ruby
B. Oscar                   D. Opal

10. The second is male too. I named him Oscar. He has brown hair with white markings and he has <u>tall</u> hair.
The antonym of the underlined …

| A. Short | C. Huge |
|----------|---------|
| B. Big   | D. Long |

**The text for number 11 to 15**

Aluna Sagita Gutawa (born in Jakarta on 11ᵗʰ August 1993) is Indonesian singer with Suprano vocal, the full name of singer more, popularly known as Gita Gutawa, she is also the daughter of Indonesian popular musician, Erwin Gutawa. Since she was a little girl, Gita was always a music lover, which is why Gita's parents named Aluna Sagita Gutawa, which means strain of a song. She recorded her album in Vienna with her father's orchestra. After her success with ADA Band, she started to produce her own album such as as Harmoni Cinta. The, she sang in her first single concert Kota Musik Gita. The name of her concert is taken from a book which has the same title Kotak Musik Gita, by Andanari Yogaswari. The book tells about Gita's biography and tips for such tips from Gita.

11. The main idea of paragraph is ?

| A. Erwin Gutawa     | C. Aluna Sagita Gutawa |
|---------------------|------------------------|
| B. Kotak Musik Gita | D. Andanari Yogaswal    |

12. What is the meaning  of Gita's own album ?

| A. Kota Musik Gita | C. Harmoni Cinta      |
|--------------------|-----------------------|
| B. Vienna          | D. Strain of the Song |

13. What is the name of her first single concert ?

| A. Kotak Musik Gita | C. Harmoni Cinta   |
|---------------------|--------------------|
| B. ADA Band         | D. Album in Vienna |

14. The book tells about <u>Gita's biography</u> and tips for such things from Gita. What is the synonyms of the underlined word ?

| A. Article     | C. Story  |
|----------------|-----------|
| B. Information | D. Gossip |

**Text for number 16 to 20**

Mr.Johan is a soldier. He is very tall. He is not fat. His wife is a teacher. She is thin and nat tall. Her hair is black and wavy. She wears blue dress. Mr. Johan has two children. They are Elly and Ridwan. Elly is thin like her mother,

but her hair is not wavy. It is straight like her fathers. Ridwan, Elly brother very tall. He is fat. His skin is black like his father. Mr. Johan, his wife and his children like sports. They usually do sports in Sunday morning.

15. According to the text, we know that Mr. Johan's hair is …

    A. Wavy                    C. Black and Wavy
    B. Straight                D. Curly

16. They usually …
    The word they here refers to …

    A. Elly and Ridwan         C. Mr. Johan and his children
    B. Mr. and Mrs. Johan      D. Mr. Johan, his wife and his chidren

17. How many people are there in the text ?
    There are … people in the text.

    A. One                     C. Three
    B. Two                     D. Four

My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi is sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

18. What the main idea the second of paragraph ?

    A. Rohmi and her family        C. Rohmi and her brother
    B. Rohmi and her father        D. Rohmi and her friends

19. "…" Rohmi and her brother <u>work part-time</u> to earn some money.
    What do the underlined words mean?

    A. Work for the whole of working week
    B. Work for only part of each day or week
    C. Work for the purpose of getting money as much a possible
    D. Work for family

20. Rohmi <u>sells</u> food during our class break.
    What is the underlined?

    A.  Change          C. Give
    B.  Buy             D. Take

**Appendix IV**

**ANSWER KEY**

| | | | |
|---|---|---|---|
| 1. | A | 11. | C |
| 2. | D | 12. | C |
| 3. | C | 13. | A |
| 4. | C | 14. | D |
| 5. | A | 15. | B |
| 6. | B | 16. | B |
| 7. | C | 17. | D |
| 8. | C | 18. | A |
| 9. | B | 19. | C |
| 10. | A | 20. | B |

**Appendix V**
**THE RESULT PRE-TEST**

| No | Students' Initial | MI | WHMI | WHPI | CS | AQ | FS | FA | FM | TOTAL |
|----|-------------------|----|------|------|----|----|----|----|----|-------|
| 1 | AP | 1 | 2 | 2 | - | 1 | 1 | 1 | 1 | 45 |
| 2 | AC | 1 | 1 | 3 | 1 | 1 | 1 | 1 | - | 45 |
| 3 | BP | 1 | - | 2 | - | - | 1 | - | - | 20 |
| 4 | CA | 1 | 1 | 3 | - | 1 | - | - | - | 30 |
| 5 | CS | 1 | - | 2 | - | - | - | - | - | 15 |
| 6 | CLF | 1 | - | - | - | 1 | - | - | - | 10 |
| 7 | DFI | 1 | 1 | 1 | - | 1 | - | - | - | 20 |
| 8 | DFA | - | 1 | 2 | - | - | - | - | 1 | 20 |
| 9 | DAS | 1 | - | 3 | - | 1 | - | - | 1 | 30 |
| 10 | DAH | - | - | 2 | - | 1 | - | - | - | 15 |
| 11 | DAY | - | 1 | 2 | 2 | - | 1 | - | 1 | 35 |
| 12 | GP | 1 | 1 | 1 | - | 2 | 1 | - | - | 30 |
| 13 | HR | 1 | 1 | 2 | - | 1 | - | - | - | 30 |
| 14 | H | 1 | 2 | 2 | - | 2 | - | - | 1 | 40 |
| 15 | JMS | 1 | 1 | 1 | 1 | 2 | 1 | - | - | 35 |
| 16 | LC | 2 | 2 | 3 | - | 1 | - | - | 1 | 45 |
| 17 | MR | - | 1 | 1 | - | - | - | - | - | 15 |
| 18 | MRA | 1 | - | - | - | 1 | - | - | - | 10 |
| 19 | MSH | 1 | 1 | 1 | - | 2 | - | - | - | 25 |
| 20 | MSA | 1 | 1 | - | - | 2 | - | - | - | 20 |
| 21 | MSW | - | - | 2 | - | 2 | - | - | - | 20 |
| 22 | MYP | 1 | - | 1 | - | 1 | - | - | - | 15 |
| 23 | NS | - | - | 2 | - | 1 | 1 | - | 1 | 25 |
| 24 | NR | 1 | 1 | 2 | - | 1 | - | - | - | 25 |
| 25 | ON | 1 | 1 | 2 | - | 1 | - | - | - | 25 |
| 26 | PAS | - | - | 2 | - | - | 1 | - | 1 | 20 |
| 27 | RK | - | - | - | - | 2 | - | 1 | - | 15 |
| 28 | RA | 1 | 1 | 2 | 2 | 1 | 1 | 1 | - | 45 |
| 29 | RD | 1 | 1 | 2 | 2 | 1 | 1 | 1 | - | 45 |
| 30 | SY | 1 | 1 | 2 | 1 | 1 | - | - | 1 | 35 |
| 31 | SFT | 1 | 1 | 2 | 2 | 1 | 1 | 1 | - | 45 |
| 32 | SNAD | 2 | 1 | 3 | 1 | - | - | 1 | 1 | 40 |
| 33 | SR | 1 | 1 | 2 | - | 2 | - | - | 1 | 35 |
| 34 | SFD | 1 | 1 | 2 | - | 1 | - | - | - | 25 |
| 35 | TW | - | - | 2 | - | 1 | - | - | - | 15 |
| 36 | TA | 1 | 1 | 1 | 1 | 2 | - | - | 1 | 35 |
| 37 | WN | 2 | - | 2 | - | 2 | - | - | - | 30 |
| 38 | ZU | 1 | - | 3 | - | 2 | 1 | - | - | 35 |
| 39 | ZS | 1 | 1 | 2 | - | - | 1 | - | - | 25 |
| | $\sum X =$ | 34 | 28 | 69 | 13 | 42 | 13 | 7 | 11 | 1090 |
| | $X =$ | | | | | | | | | 27,94 |

**Appendix VI**
**THE RESULT TEST CYCLE 1**

| No | Students' Initial | MI | WHMI | WHPI | CS | AQ | FS | FA | FM | TOTAL |
|----|------|----|------|------|----|----|----|----|----|-------|
| 1 | AP | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 2 | AC | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 1 | 75 |
| 3 | BP | 1 | 2 | 4 | 2 | 2 | - | 2 | 1 | 70 |
| 4 | CA | 1 | 2 | 4 | 1 | 2 | - | - | - | 50 |
| 5 | CS | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 65 |
| 6 | CLF | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 7 | DFI | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 1 | 75 |
| 8 | DFA | 1 | 2 | 4 | 2 | 2 | - | 2 | 1 | 70 |
| 9 | DAS | 2 | 2 | 4 | 2 | 2 | 2 | 1 | 1 | 80 |
| 10 | DAH | 1 | 2 | 4 | 1 | 2 | - | - | - | 50 |
| 11 | DAY | 1 | 1 | 4 | 1 | 2 | 1 | - | 2 | 60 |
| 12 | GP | 2 | 2 | 4 | 2 | 2 | 2 | 1 | 1 | 80 |
| 13 | HR | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 65 |
| 14 | H | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 15 | JMS | 2 | 2 | 4 | 1 | 2 | 2 | 2 | 1 | 80 |
| 16 | LC | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 17 | MR | 2 | 2 | 3 | 1 | 2 | 1 | - | - | 55 |
| 18 | MRA | 1 | 1 | 4 | 1 | 2 | 1 | - | 2 | 60 |
| 19 | MSH | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 65 |
| 20 | MSA | 2 | 2 | 3 | 1 | 2 | 1 | - | - | 55 |
| 21 | MSW | 1 | 2 | 4 | 2 | 2 | - | 2 | 1 | 70 |
| 22 | MYP | 1 | 2 | 4 | 2 | 2 | - | 2 | 1 | 70 |
| 23 | NS | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 65 |
| 24 | NR | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 25 | ON | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 26 | PAS | 1 | 2 | 4 | 2 | 2 | - | 2 | 1 | 70 |
| 27 | RK | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 28 | RA | 1 | 2 | 4 | 2 | 2 | - | 2 | 1 | 70 |
| 29 | RD | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 30 | SY | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 31 | SFT | 1 | 2 | 4 | 2 | 2 | - | 2 | 1 | 70 |
| 32 | SNAD | 1 | 2 | 4 | 2 | 2 | - | 2 | 1 | 70 |
| 33 | SR | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 65 |
| 34 | SFD | 2 | 2 | 4 | 1 | 2 | 2 | 1 | 2 | 80 |
| 35 | TW | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| 36 | TA | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 65 |
| 37 | WN | 1 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 60 |
| 38 | ZU | 2 | 2 | 3 | 1 | 2 | 1 | - | - | 55 |
| 39 | ZS | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 75 |
| | $\sum X =$ | 65 | 76 | 137 | 62 | 78 | 35 | 52 | 37 | 2690 |
| | $X =$ | | | | | | | | | 68,97 |

**Appendix VII**
**THE RESULT TEST CYCLE 2**

| No | Students' Initial | MI | WHMI | WHPI | CS | AQ | FS | FA | FM | TOTAL |
|----|-------------------|-----|------|------|-----|-----|-----|-----|-----|-------|
| 1 | AP | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 1 | 95 |
| 2 | AC | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 1 | 95 |
| 3 | BP | 2 | 3 | 5 | 2 | 2 | 1 | 2 | 2 | 95 |
| 4 | CA | 2 | 3 | 4 | 2 | 2 | 2 | 1 | 2 | 90 |
| 5 | CS | 2 | 3 | 5 | 1 | 2 | 2 | 1 | 1 | 85 |
| 6 | CLF | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 7 | DFI | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 8 | DFA | 2 | 3 | 5 | 1 | 2 | 2 | 1 | 1 | 85 |
| 9 | DAS | 2 | 3 | 5 | 1 | 2 | 2 | 1 | - | 80 |
| 10 | DAH | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 11 | DAY | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 12 | GP | 2 | 3 | 5 | 1 | 2 | 2 | 1 | 1 | 85 |
| 13 | HR | 2 | 3 | 4 | 2 | 2 | 1 | 2 | - | 80 |
| 14 | H | 2 | 3 | 4 | 2 | 2 | 2 | 1 | 2 | 90 |
| 15 | JMS | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 16 | LC | 2 | 3 | 5 | 2 | 2 | 1 | 2 | 2 | 95 |
| 17 | MR | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 18 | MRA | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 19 | MSH | 2 | 3 | 5 | 1 | 2 | 2 | 1 | 1 | 85 |
| 20 | MSA | 2 | 2 | 5 | 2 | 2 | - | 2 | 1 | 80 |
| 21 | MSW | 2 | 3 | 5 | 2 | 2 | 1 | 2 | 2 | 95 |
| 22 | MYP | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 23 | NS | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 24 | NR | 2 | 3 | 4 | 2 | 2 | 2 | 1 | 2 | 90 |
| 25 | ON | 2 | 3 | 5 | 2 | 2 | 2 | 1 | 2 | 95 |
| 26 | PAS | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 27 | RK | 2 | 3 | 4 | 2 | 2 | 1 | 2 | - | 80 |
| 28 | RA | 2 | 3 | 5 | 2 | 2 | 2 | 1 | 2 | 95 |
| 29 | RD | 2 | 3 | 4 | 2 | 2 | 2 | 1 | 2 | 90 |
| 30 | SY | 2 | 3 | 5 | 1 | 2 | 2 | 1 | 1 | 85 |
| 31 | SFT | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 32 | SNAD | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 33 | SR | 2 | 3 | 4 | 2 | 2 | 1 | 2 | - | 80 |
| 34 | SFD | 2 | 3 | 5 | 1 | 2 | 2 | 1 | 1 | 85 |
| 35 | TW | 2 | 3 | 5 | 1 | 2 | 2 | 2 | 2 | 95 |
| 36 | TA | 2 | 3 | 4 | 2 | 2 | 2 | 1 | 2 | 90 |
| 37 | WN | 2 | 3 | 5 | 1 | 2 | 2 | 2 | 2 | 95 |
| 38 | ZU | 2 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 100 |
| 39 | ZS | 2 | 3 | 5 | 1 | 2 | 2 | 2 | 2 | 95 |
| | $\sum x =$ <br> x | 78 | 116 | 192 | 68 | 78 | 70 | 64 | 61 | 3610 <br> 92,56 |

## Appendix VIII
## THE CALCULATING SCORE

| No | Students' Initial Name | Pre-Test | Cycle 1 | Cycle 2 |
|----|------------------------|----------|---------|---------|
| 1 | AP | 45 | 75 | 95 |
| 2 | AC | 45 | 75 | 95 |
| 3 | BP | 20 | 70 | 95 |
| 4 | CA | 30 | 50 | 90 |
| 5 | CS | 15 | 65 | 85 |
| 6 | CLF | 10 | 75 | 100 |
| 7 | DFI | 20 | 75 | 100 |
| 8 | DFA | 20 | 70 | 85 |
| 9 | DAS | 30 | 80 | 80 |
| 10 | DAH | 15 | 50 | 100 |
| 11 | DAY | 35 | 60 | 100 |
| 12 | GP | 30 | 80 | 85 |
| 13 | HR | 30 | 65 | 80 |
| 14 | H | 40 | 75 | 90 |
| 15 | JMS | 35 | 80 | 100 |
| 16 | LC | 45 | 75 | 95 |
| 17 | MR | 15 | 55 | 100 |
| 18 | MRA | 10 | 60 | 100 |
| 19 | MSH | 25 | 65 | 85 |
| 20 | MSA | 20 | 55 | 80 |
| 21 | MSW | 20 | 70 | 95 |
| 22 | MYP | 15 | 70 | 100 |
| 23 | NS | 25 | 65 | 100 |
| 24 | NR | 25 | 75 | 90 |
| 25 | ON | 25 | 75 | 95 |
| 26 | PAS | 20 | 70 | 100 |
| 27 | RK | 15 | 75 | 80 |
| 28 | RA | 45 | 70 | 95 |
| 29 | RD | 45 | 75 | 90 |
| 30 | SY | 35 | 75 | 85 |
| 31 | SFT | 45 | 70 | 100 |
| 32 | SNAD | 40 | 70 | 100 |
| 33 | SR | 35 | 65 | 80 |
| 34 | SFD | 25 | 80 | 85 |
| 35 | TW | 15 | 75 | 95 |
| 36 | TA | 35 | 65 | 90 |
| 37 | WN | 30 | 60 | 95 |
| 38 | ZU | 35 | 55 | 100 |
| 39 | ZS | 25 | 75 | 95 |
| | $\sum$x = <br> X | 1090 <br> 27,94 | 2690 <br> 68,97 | 3610 <br> 92,65 |

**Appendix IX**
**THE STUDENTS ATTENDENCE LIST IN THE RESEARCH**
**CLASS VIII-A**

| NO | NAME | 1 | 2 | 3 | 4 |
|----|------|---|---|---|---|
| 1 | ADEK PRASETIA | | | | |
| 2 | AULIA CLARISA | | | | |
| 3 | BAGAS PRATAMA | | | | |
| 4 | CHAIDIR ALI | | | | |
| 5 | CHANDRA SYAHPUTRA | | | | |
| 6 | CINDY LIRA FATIKA | | | | |
| 7 | DEA FEBRIANTI | | | | |
| 8 | DHEA FISABILA | | | | |
| 9 | DIAN ALFI SYAHRI | | | | |
| 10 | DIMAS ADHITYA | | | | |
| 11 | DIMAS ADITYA | | | | |
| 12 | GALEH PRAKOSO | | | | |
| 13 | HABIB RAMADANI | | | | |
| 14 | HARDIAN | | | | |
| 15 | JESKEL MARTUA M | | | | |
| 16 | LILIS CAHYATI | | | | |
| 17 | M. RIDWAN | | | | |
| 18 | M. RIO ANDIKA | | | | |
| 19 | M. SYAHRIEF HIDATYATULLAH | | | | |
| 20 | M. SURYA ALI | | | | |
| 21 | M. SYAHRUL WISNU | | | | |
| 22 | M. YOGA PRATAMA | | | | |
| 23 | NABILA SARTIKA | | | | |
| 24 | NOVAL RAMADHAN | | | | |
| 25 | OSA NATASYA | | | | |
| 26 | PUSVITA ANGGRAINI S | | | | |

| 27 | RAMDIAN KESUMA | | | | |
|----|----------------|---|---|---|---|
| 28 | RIA ANDINI | | | | |
| 29 | RIZKI DWIASTIKA | | | | |
| 30 | SALSABILA YUSRIAH | | | | |
| 31 | SOFI FATINAH | | | | |
| 32 | SUCI NURAULIA ARTIKA DEWI | | | | |
| 33 | SYAHIRA RAMADANI | | | | |
| 34 | SYIFA FADIYAH | | | | |
| 35 | TRI WULANDARI | | | | |
| 36 | TIKA AULIA | | | | |
| 37 | WIDYA NATASYA | | | | |
| 38 | ZENI ULFIYANTI | | | | |
| 39 | ZULAIKA ZYABILA | | | | |

Medan,        Februari 2017

Known by

Headmaster of SMP Negeri 42 Medan        The Teacher of Study

Dewi Sri Indriati Kusuma S.pd M.si        Dra. Yenni Astuti
 NIP/NIK.197501081999032008        NIP.196402041995122002

The Researcher

Indah Arimbi Siregar
NPM.1302050255

**Appendix X**

**DIARY NOTES**

1. First Meeting

In the first meeting, Pre-Test was conducted. The students were answered the text about reading especially descriptive text. The Pre-Test was about descriptive text, they were read a text. While doing the Pre-Test, there were few students who were not interest to read the text and feel bored. They keep on looking up the words in a dictionary to find out the meaning of the words. Many of them made a noisy and disturbing their friends.

2. Second Meeting

This researcher prepared instruction and observation instruments needed to facilitate the implementation of English learning. The researcher also reviewed the students wether they have very learned about descriptive text. The researcher motivated the students by teaching the descriptive text through MURDER strategy in cycle 1.

3. Third Meeting

Seeing in result of the cycle 1, most of the students were inactive and other disturbing their friend by making a noisy. In cycle 1 they were not really effective in learning English by using MURDER strategy, it because some students still more playing than learning.

4. Fourth Meeting

The students felt more enjoyable and interested in learning reading through MURDER strategy. The students got the improvement of reading skill, but difficulties that faced by students is reading comprehension.

**Appendix XI**

**I. Interviewing to students before apply the implementation of MURDER strategy in teaching reading comprehension.**

R : Researcher

S : Students

1. R : Do you like study English especially reading?

   S : No, because English is subject so difficult for me, especially to translate the text.

2. R : What is yout difficulties study of reading?

   S : My difficulties study English is I must know meaning of the text but the text is not interesting.

3. R : Is MURDER strategy to help you in process teaching English?

   S : Of course yes!! Because with MURDER strategy in learning process my class very enjoy and excited, so everybody can read the text without feel bored.

4. R : Is MURDER strategy makes the learning environment more enjoyebale?

   S : Yes!! Because we can learn and discuss with the group.

5. R : In your opinions, what is MURDER strategy?

   S : In my opinion, MURDER strategy is the learning process that can make students exchange idea in make group.

6. R : Do you like if your teacher teaching a material with the game?

S : Of course yes!! I like my teacher teaching by MURDER strategy. Because in MURDER strategy we can exchange and share our ideas to our friends.

## II. Interviewing with the teacher after applying the implementation of the implementation of MURDER strategy in teaching reading.

R : Researcher

T : Teacher

1. R : Miss, what do yo think about implementation of MURDER strategy in teaching material that implied in teaching reading?

    T : Well, I think this strategy is can improve the students in teaching. Because in this strategy the students can exchange the ideas with other. So, it can not make the students feel bored.

2. R : What do you think about process in teaching English with implementation of MURDER strataegy?

    T : I think with this strategy, teaching process English become enjoyable and exciting and than it make class more interesting and happy.

3. R : What do you suggestion for English subject, Miss?

    T : I think with the implementation of MURDER strategy in teaching English material can to improve Enlgish subject especially in reading. So the students very happy when read the text.

Medan,          February 2017

Indah Arimbi Siregar

**Appendix XII**

**Table 1**
**Observation Sheet for Students**

**Cycle 1**

**NAMA GURU**          **:**
**KELAS/ SEMESTER**     **:**
**MATA PELAJARAN**      **:**

**Komponen Siswa**

| Aspek yang Di Observasi | Kemunculan | |
|---|---|---|
| | Tidak ada | Ada |
| 1.  Keterlibatan siswa dalam proses belajar mengajar | | |
| 2.  Keaktifan siswa dalam KBM | | |
| 3.  Kekmampuan dalam menjawab pertanyaan | | |
| 4.  Kemampuan mengajukan pertanyaan dan menyampaikan pendapat | | |
| 5.  Kerjasama dalam KBM | | |

**Table 1**
**Observation Sheet for Students**

**Cycle 2**

**NAMA GURU**       **:**
**KELAS/ SEMESTER**   **:**
**MATA PELAJARAN**   **:**

**Komponen Siswa**

| Aspek yang Di Observasi | Kemunculan | |
|---|---|---|
| | Tidak ada | Ada |
| 1. Keterlibatan siswa dalam proses belajar mengajar | | |
| 2. Keaktifan siswa dalam KBM | | |
| 3. Kekmampuan dalam menjawab pertanyaan | | |
| 4. Kemampuan mengajukan pertanyaan dan menyampaikan pendapat | | |
| 5. Kerjasama dalam KBM | | |

**Tabel 2**
**Observation Sheet for Teacher**

## Cycle 1

**KELAS/ SEMESTER**   **:**
**MATA PELAJARAN**   **:**
**TANGGAL**   **:**

**Komponen Guru**

| No | Perilaku Guru yang Di Observasi | Kemunculan | |
|----|----|----|----|
| | | Tidak ada | Ada |
| 1 | Menyampaikan Apersepsi | | |
| 2 | Memotivasi/ membangkitkan minat siswa | | |
| 3 | Menghubungkan dengan materi sebelumnya | | |
| 4 | Menyampaikan tujuan pembelajaran | | |
| 5 | Membimbing siswa membuktikan konsep pelajaran melalui pengalaman langsung terhadap obyek yang dipelajari | | |
| 6 | Mwningkatkan keterlibatan siswa melalui pengalaman belajar dengan berbagai kegiatan | | |
| 7 | Tampil dan melakukan percobaan materi serta tepat dalam memilih alat peraga sesuai dengan materi | | |
| 8 | Menguasai materi pembelajaran | | |
| 9 | Mengajukan pertanyaan kepada siswa | | |
| 10 | Memberikan kesempatan berfikir kepada siswa untuk menjawab pertanyaan | | |
| 11 | Memberikan pujian/ penghargaan kepada siswa untuk menjawab pertanyaan dengan tepat | | |
| 12 | Memberikan kesempatam siswa untuk bertanya | | |
| 13 | Berperan sebagai fasilitator | | |
| 14 | Menyiapkan sarana pembelajaran | | |
| 15 | Menggunakan media/ alat | | |

| | | | |
|---|---|---|---|
| | peraga | | |
| 16 | Membimbing siswa menyimpulkan materi | | |
| 17 | Memberikan waktu menyelesaikan tugas | | |
| 18 | Memantau kesulitan belajar siswa | | |
| 19 | Menggunakan bahasa yang baik dan benar | | |
| 20 | Menumbuhkan interaksi antar siswa | | |

**Tabel 2**
**Observation Sheet for Teacher**

**Cycle 2**

**KELAS/ SEMESTER** **:**
**MATA PELAJARAN** **:**
**TANGGAL** **:**

**Komponen Guru**

| No | Perilaku Guru yang Di Observasi | Kemunculan | |
|----|----------------------------------|-----------|-----|
| | | Tidak ada | Ada |
| 1 | Menyampaikan Apersepsi | | |
| 2 | Memotivasi/ membangkitkan minat siswa | | |
| 3 | Menghubungkan dengan materi sebelumnya | | |
| 4 | Menyampaikan tujuan pembelajaran | | |
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| 7 | Tampil dan melakukan percobaan materi serta tepat dalam memilih alat peraga sesuai dengan materi | | |
| 8 | Menguasai materi pembelajaran | | |
| 9 | Mengajukan pertanyaan kepada siswa | | |
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| 13 | Berperan sebagai fasilitator | | |
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| | | peraga | | |
|---|---|---|---|---|
| 16 | Membimbing siswa menyimpulkan materi | | |
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| 19 | Menggunakan bahasa yang baik dan benar | | |
| 20 | Menumbuhkan interaksi antar siswa | | |

**CURRICULUM VITAE**

Name                              : Indah Arimbi Siregar

Place/Date of Birth        : Sibolga, 24<sup>th</sup> October 1995

Sex                                 : Female

Religion                         : Islam

Hobby                            : Listening and Watching

**Parents' Name**

Father                           : Agus Parlindungan Siregar

Mother                         : Farida Rosmawati Siagian

Address                        : Jln. Jati No. 21, Kel. Pancuran Bambu, Kec. Sibolga

                                        Sambas, Kab. Kota Sibolga, Sumatera Utara.

**Education**

2001-2007                   : SDN 081239 SIBOLGA

2007-2010                   : MTS. PP. Ar-Raudhatul Hasanah MEDAN

2010-2013                   : MAS. PP. Ar-Rudhatul Hasanah MEDAN

2013-2017                   : STUDENT OF ENGLISH DEPARTMENT OF

                                        FACULTY OF TEACHER TRAINING AND

                                        EDUCATION , UMSU 2017 UNTIL REACHING THE

                                        DEGREE OF SARJANA PENDIDIKAN.

Medan,          April 2017

The Researcher

Indah Arimbi Siregar