

## MURDER STRATEGY AND ACHIEVEMENT MOTIVATION UPON STUDENTS' READING COMPREHENSION

by

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**ABSTRACT:** The investigation of this study was the effect of MURDER strategy and achievement motivation toward students' reading comprehension at the third graders of Madrasah Aliyah NW Penendem. The design of this study was post-test only control group design. The samples were taken by using the technique of random sampling which involved 80 students. The samples were divided into experimental and control group. The data were collected and administrated using questionnaire and test, which were analyzed using two-ways ANOVA. The results of the study displayed that (1) there is a significant difference on the English reading comprehension between the students who are taught by using MURDER strategy and those who are taught by using conventional strategy ( $F_A=32.3$ ,  $p<0.05$ ), (2) there is a significant interaction between teaching strategy and achievement motivation on the English reading comprehension ( $F_{AB}=30.13$ ,  $p<0.05$ ), (3) for the students with high achievement motivation, there is a significant difference on the English reading comprehension that taught by MURDER strategy and conventional strategy ( $Q_{ob}=10.8$ ,  $p<0.05$ ), (4) there is no significant difference on the English reading competency which taught by MURDER strategy and conventional strategy for the senior high school students with low achievement motivation ( $Q_{ob}=0.300$ ,  $p>0.05$ ).

**Keywords:** MURDER strategy, achievement motivation, English reading comprehension

**ABSTRAK:** Penelitian ini meneliti pengaruh strategy MURDER dan motivasi berprestasi terhadap kemampuan pemahaman membaca peserta didik siswa kelas tiga Madrasah Aliyah NW Penendem. Desain penelitian menggunakan rancangan *posttest only control group design*. Sampel penelitian berjumlah 80 orang peserta didik yang diambil menggunakan teknik *random sampling*. Pengambilan sampel dibagi kedalam kelompok eksperimen dan kelompok kontrol. Pengumpulan dan pengolahan data diperoleh melalui kuisioner dan tes yang dianalisa menggunakan ANOVA dua jalur. Hasil penelitian mengungkapkan bahwa (1) terdapat perbedaan signifikan kemampuan pemahaman membaca siswa yang mengikuti pembelajaran strategy MURDER dan siswa yang mengikuti pembelajaran konvensional ( $F_A=32,4$ ,  $p<0,05$ ), (2) terdapat interaksi signifikan antara strategy pembelajaran (strategy MURDER dan pembelajaran konvensional) dan motivasi berprestasi terhadap kemampuan pemahaman membaca siswa ( $F_{AB}=30,8$ ,  $p<0,05$ ), (3) untuk mahasiswa yang memiliki motivasi berprestasi tinggi, terdapat perbedaan signifikan prestasi kemampuan pemahaman membaca siswa yang mengikuti pembelajaran menggunakan strategy MURDER dan siswa yang mengikuti pembelajaran konvensional ( $Q_{ob}=10,8$ ,  $p<0,05$ ), (4) untuk siswa yang memiliki motivasi berprestasi rendah, tidak terdapat perbedaan signifikan prestasi kemampuan pemahaman membaca bagi siswa yang mengikuti pembelajaran menggunakan strategy MURDER dan siswa yang mengikuti pembelajaran konvensional ( $Q_{ob}=0,305$ ,  $p>0,05$ ).

**Kata kunci:** Strategi MURDER, motivasi berprestasi, Kemampuan pemahaman membaca bahasa Inggris.

## INTRODUCTION

English as an international language is mostly used in all countries around the world in almost every aspect of life, such as in science, technology, business, politics, education, tourism, entertainment and international relationship. Besides, language is the basic of humanity and we use language to express our wants, to convey information, and to learn about people and the world around us. In short, it enables us to live effectively, to develop our capabilities and to satisfy our curiosity about our surroundings. One of the main necessities in learning English subject is the development of the four basic skills of language, which are listening, speaking, reading and writing.

Reading is the most important of the four skills in second language particularly in English as second or foreign language. Reading becomes the most important skill in language teaching. Because of its importance in language teaching, most of us consider reading as the main reason why we learn language. (Carrel 1996:1 ). Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part on their ability to read. If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. As reading to be one of the receptive skill to master make the English teachers ought to motivate, habitulize , and train the students for the purpose of gaining a good reading skill.

The gaining of the reading skill is influenced by many other factors, one of them is personal factor. Personal factors come from the students themselves such as fatigue and boredom, emotional conditions, needs, interests, motivation, intelligence, aptitude, and attitude. In other sides, Dorn and Soffos (2005: 7) states that a reader comprehension is influenced by a range of internal factors, including perceptions, beliefs, and motivation.

Motivation plays an important role in language teaching, because motivation is a perquisite to learning, the influence of the needs and preferences on behavior. It affects the direction a students takes, activities a student choose , and the intensity with which a student engages in an activity.

Several things that teacher can do during the class to help motivate the students

to learn (Rothstein 1990: 149), namely ; 1 ) try to ensure that students' basic needs were met. Encourage the students to eat breakfast, use the rest room when breaks were provided, and to wear appropriate clothing. It also means maintaining a physically safe environment and helping all students feel part of a group, 2 ) specific about what your students were to learn .Make your expectation known. Make sure that students know what to do to complete a task and how to get started, 3 ) choose appropriate reinforces. Remember that the effectiveness of a reinforce depends on how rewarding it is to the person you were reinforcing. If you don't know what students consider rewarding, you need to ascertain this. For example, giving candy to a child who doesn't like or can not eat sweets may not be rewarding to that child, 4 ) do not rely on extrinsic reinforcement. Use extrinsic reinforcement initially, but help student appreciate and enjoy learning for the sake of learning. Help them become independent by encouraging them to rely on intrinsic reinforcement, 5 ) promote expectation of success . Help all students, especially female to be successful. When students were successful, help them acknowledge the ability and effort that led to their success. Sometimes it would need to break tasks into smaller activities to help ensure that students can be successful, 6 ) allow students some control and choice in their learning activities . Give the students enough room to explore and grow, 7 ) provide a variety of activities and try to make them interesting. Take into account individual differences activities to the students at different ability levels, and 8) provide frequent and informative feedback. Let the students know how they were performing. Inform them of their strength and weaknesses and indicate especially how they can improve their performance. Encourage students to set goals for themselves and to work toward these goals help and support the students to work and get the aim. Realizing how important the motivation is to language learning, teachers have to be responsible to improve the students motivation in the classroom. It means that the English teacher must try to get their students interested during the class activities.

English teachers in a real class in general cannot give strength to their students totality in their restrict lesson, by means of how will they manage the students' personal factors , which come from the students themselves such like fatigue , interests, and motivation . The teachers often lost effective teaching and learning as for instance how to organize the given material according to the materials are presented from easy to

difficult, the given material from specific to general, to teach the learners the topic materials based on the time allotment, or even what should they do when the time schedule is finished, meanwhile the materials still need detailed explanations.

Reading Comprehension difficulty occurs frequently in students who are actually good decoders and spellers. The breakdown in reading comprehension can occur for any number of reasons, several of which are detailed below. It's important to understand that for a student to adequately comprehend an author's written message it requires them to be able to analyze and sort through multiple layers of text meaning. For simplicity's sake it is broken those layers down to four separate processes: First, to properly comprehend a written passage a student must be able to decode the words on the page. Second, the student needs to hold the information in working memory long enough for the information to be more extensively processed. Third, the student must have adequate vocabulary, grammar and syntactical skills to organize and interpret the written message efficiently. Fourth, the student needs to access higher order thinking skills to process the written message and go beyond the surface layer of the text and infer possible meaning. If a breakdown occurs in one or more of these steps then the child may fail to grasp the meaning of the text, which often results in reading comprehension problems and failure (<http://www.speechlanguage-resources.com/reading-comprehension-problems.html>), meanwhile the English learning at senior high school covers three scopes namely ; 1 ) discourse competence by means the ability to understand or to produce oral or written text which is realizable in listening, speaking, reading and writing integratively to realize the level of informational literacy ; 2 ) the ability in understanding and creating short monolog texts in the form of *procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking*, and 3 ) supported competence which cover linguistic, sociocultural , and strategic competence. The competency standard of reading is targetted to understand the meaning of short functional monolog text in daily life context to access the knowledge. In reality almost all of the English teacher seem to be faced with a lot of difficulties in reaching the targetted competency.

In supporting ideas of teaching reading as described above, English teachers

are expected to provide themselves with wider variety of methodological options to choose appropriate strategies. Connected in thought to this purpose, MURDER strategy is potential to be applied, which is expected to enable students to promote their reading comprehension. MURDER technique is under the cooperative learning. Cooperative learning is a successful teaching strategy in which small teams, each with students of different. MURDER technique enables students to interact with the other students in the positive interdependent environment. It provides opportunities ask for students to ask, to negotiate, to share information, and to clarify ideas through discussion.

The step **Mood** encourages students to relax and focus on the task. It increases efficiency in the use of the study time by reducing anxiety, it also increases “on task” behavior by preparing the students to better cope with distraction, and it makes the students familiar with the material and the task as a result of setting points. By doing this step, it is hoped that the students enjoy involving in learning reading process.

The next step is reading for **Understanding**. In this step, the students read the text and identify the meaning all words and terms in order to understand the message the text carries. The students are also encouraged to follow the author’s way of thinking. It is a greater focus on main idea, specific information, and word meaning. By doing this step, it is hoped that the problem of identifying the main idea, finding specific information and identifying word meaning can be solved.

In the step of **Recalling**, students try to make a summary of the main points of the material just read. It also guides the students to transform the material into an oral mode and into the students’ own words, leading to multiple encoding. By doing this step, the students can solve their problems in identifying word meaning, identifying reference, identifying specific information, and also identifying main idea of the text.

In the **Detect** step, the students are encouraged to make the summary as accurately as possible by detecting any errors or omissions from their memory and then by referring to the written material. By doing this step, it is hoped that the students’ problem in identifying specific information, identifying word meaning, identifying reference, and also identifying of the main idea can be solved.

The next step is **Elaborate**. Here the students are guided in making the

information in the summary more memorable. They try to give some examples related to the text by using their prior knowledge. By doing this step, it is hoped that the students can improve their prior knowledge by reading many text books and references.

The last step is **Review**. In this step, the students are asked to produce a supper summary for the entire passage, including the most important points from all the section summaries. This step can help the students to identify the main ideas in the text and also for each paragraph.

MURDER technique was introduced by Hythercker, Dansereau, and Rocklin in 1988. The word MURDER stands for Mood, Understand, Recall, Detect, Elaborate and Review. In the class where this technique is implemented the learners feel more relaxed and enjoyable than in traditional classes. This creates a positive learning environment, so that more students become attentive to assigned tasks.

Hythecker, Dansereau and Roclin (1988: 26) say that the implementation of MURDER technique leads to better performance and more effective than that produced by students using their conventional study methods. In this strategy, the students can encourage themselves to process the content of material with different goals for each step.

Another theory related to this technique comes from Fischer and Hesse (2006: 11) who state that MURDER technique has two objectives. First, learners are supposed to acquire knowledge about text content. Second, they are supposed to acquire text-learning strategies. The strategies which are included in this technique consist of cognitive skills (e.g., learners are supposed to engage in explaining ) and meta-cognitive skills (the technique requires learners to engage in monitoring).

There are some benefits of MURDER technique. First, Task manageability is increased by the creation of identifiable sub goals. Second, the result of early steps leads to the creation of knowledge framework or organizers that subsequently allow for the more efficient acquisition of detail. And the last is a variety of activities is encouraged, which may lead to multiple encodings.

In summary, the cooperative learning enactment of the MURDER technique provides opportunities for the students to share content knowledge and to exercise and imitate cognitive, meta-cognitive, affective, and social skills.

The steps in applying MURDER technique are given by Cafferty, Jacobs, and Indings (2006: 79). Those steps namely : 1) the teacher gives the topic of discussion ; 2) the teacher divides the students into some groups. One group consists of 2 students ; 3) the teacher distributes the text that will be discussed to the students; 4) in the group, the pair sets the proper mood by relaxing and focusing on the learning task. In this step, they can chat very briefly. Then, they should decide how they will signal each other when they have finished reading a section; 5) next, the step of understanding. The students read silently the same section of the text, starting from the beginning, one section at a time; 6) after reading silently, the pairs stop. One member of the pair recalls the main points of the section without looking down at the page, while the other tries to detect and correct misconception and identify omissions; 7) then, they both elaborate on the text content to make it memorable by providing examples, opinions, and connections based on their prior knowledge. The pairs continue to go through the sections or paragraphs of the text, rotating the roles of summarizes and monitoring until completing the text, at which point they formulate an overall summary; 8) if the students are having trouble, the teacher can help them, but make an appropriate intervention. Meanwhile Hythecker, Dansereau, and Rocklin, stated that there are six steps and each step consists of several purposes which are considered as the advantages of MURDER technique. Those advantages are ; 1) Mood, it encourages the students to focus on the task at hand, to become familiar with the material and the task, and to use the study time efficiently; 2) understanding , it helps the students to follow the author's main train by removing pressure to understand in detail; 3) recalling, it helps the students to rehearse the material, to identify the main idea of each paragraph, and to transform the material into an oral mode and into the students' own word; 4) detecting, it helps the students to make the summary as accurately as possible by detecting any errors or omissions. The students can improve their ability in summarizing the material 5) elaborating, it guides the students to give the information in the summary more memorable.

Another factor that significantly influences in foreign language teaching is the students' achievement motivation. Motivation plays an important role in language teaching, because motivation is a prerequisite to learning, the influence of the needs and preferences on behavior. It affects the direction a student takes, activities a student

choose , and the intensity with which a student engages in an activity. Zenzen (2002) defines achievement motivation as the need to perform well, strives for success, and proved by persistence and effort in the face of difficult. Students who have high achievement motivation are hard workers that always do their best performance to achieve something in their lives. In contrast, if a student is motivated to be failure his/her activities are rarely to appear positive responsibility. Related to second language acquisition, an English foreign language learner is going to find a task of English easily if she/he has high achievement to be success. Meanwhile an English foreign language learner who has low achievement she/he will find the difficulties in completing the task given.

Several things that teacher can do during the class to help motivate the students to learn (Rothstein 1990: 149), namely ; 1 ) try to ensure that students' basic needs were met. Encourage the students to eat breakfast, use the rest room when breaks were provided, and to wear appropriate clothing. It also means maintaining a physically safe environment and helping all students feel part of a group, 2 ) specific about what your students were to learn .Make your expectation known. Make sure that students know what to do to complete a task and how to get started, 3 ) choose appropriate reinforces. Remember that the effectiveness of a reinforce depends on how rewarding it is to the person you were reinforcing. If you don't know what students consider rewarding, you need to ascertain this. For example, giving candy to a child who doesn't like or can not eat sweets may not be rewarding to that child, 4 ) do not rely on extrinsic reinforcement. Use extrinsic reinforcement initially, but help student appreciate and enjoy learning for the sake of learning. Help them become independent by encouraging them to rely on intrinsic reinforcement, 5 ) promote expectation of success . Help all students, especially female to be successful. When students were successful, help them acknowledge the ability and effort that led to their success. Sometimes it would need to break tasks into smaller activities to help ensure that students can be successful, 6 ) allow students some control and choice in their learning activities . Give the students enough room to explore and grow, 7 ) provide a variety of activities and try to make them interesting. Take into account individual differences activities to the students at different ability levels, and 8) provide frequent and informative feedback. Let the students know how they were performing. Inform them of their strength and weaknesses



and indicate especially how they can improve their performance. Encourage students to set goals for themselves and to work toward these goals help and support the students to work and get the aim. Realizing how important the motivation is to language learning, teachers have to be responsible to improve the students motivation in the classroom. It means that the English teacher must try to get their students interested during the class activities.

Students' success of learning English cannot be separated from their achievement motivation. If the students have high achievement motivation in learning, they will do more learning activity. For the teachers, knowing students' achievement motivation has a very important role to make students gain success in learning a foreign language. It is an urgent variable to be considered by English foreign language teacher in recognizing the students' problem and to create conducive atmosphere in the classroom that will drive the students to do more toward learning English.

Locke and Latham (1994) in Marhaeni, (2005) emphasize three motives why students have achievement motivation. Those motives are called Goal Theory. This theory divides the human motives into three such as: 1) mastery goals which (also called learning goals) focus on gaining competence or mastering a new set of knowledge or skills, 2) performance/normative goals (also called ego-involvement goals) which focus on achieving normative-based standards, doing better than others, or doing well without a lot of effort, and 3) social goals which focus on relationship among people. Based on this goal theory, it can be summed up that students' achieving the tasks are strongly influenced by their need to achieve and a fear of failure. If a student is engaged to achieve, his/her effort is dominantly supported by positive responsibility. In contrast, if a student is motivated to be failure his/her activities are rarely to appear positive responsibility. Furthermore Schunk (2008), in Marhaeni (2005) discloses four general types of students toward achievement motivation: 1) the success-oriented student who is high in motive for success and low in fear of failure is highly engaged in achievement activities and not anxious or worried by performance, 2) failure avoider which the opposite of success-oriented student. Failure avoider student who is high in fear of failure and low in motive for success, which is anxious and attempts to avoid failure by procrastinating and using other self-handicapping strategies. This type of student would be reluctant to engage in academic comprehension work, 3) over strivers are students

who are high in both motives; they try to approach success but simultaneously fear failure greatly. These students work hard at comprehension tasks but also feel anxious and stressed because of their fear of failure, and 4) failure accepters' students who almost do well in class, but are constantly asking the teacher about their grades and show signs of anxiety and worry about doing well. Realizing the role of achievement motivation described above, the researcher affirms that students' achievement motivation is important to be investigated. Therefore, achievement motivation to be a moderator variable in this study. The consideration is that achievement motivations encourage the students to increase more in reading comprehension, which will support the students in acquiring their good reading comprehension. Addressing MURDER strategy and students' achievement motivation in learning English, the study tried to disclose four questions, namely: (1) whether there is a significant difference in reading comprehension between students who are taught by using MURDER strategy and those taught by using the conventional strategy; (2) whether there is a significant interactional effect between the learning strategies applied and achievement motivation toward students' reading comprehension; (3) whether there is a significant difference in reading comprehension between students with high achievement motivation who are taught by using MURDER strategy and those taught by using the conventional strategy; and (4) whether there is a significant difference in reading comprehension between students with low achievement motivation who are taught by using MURDER strategy and those taught by using the conventional strategy. The study aimed at (1) finding out whether there is a significant difference in reading comprehension between the students who are taught by using MURDER strategy and those taught by using the conventional strategy; (2) whether there is a significant interactional effect between the learning strategies applied and achievement motivation toward students' reading comprehension; (3) finding out whether there is a significant difference in reading comprehension between the students who had high achievement motivation taught by using MURDER strategy and those taught by using the conventional strategy; and (4) finding out whether there is a significant difference in reading comprehension between the students with low achievement motivation who are taught by using MURDER strategy and those taught by using the conventional strategy.

## **METHODS**

### **Research Design**

The research design of this study was experimental design called Posttest Only Control Group Design using 2 x 2 factorial arrangement consisted of two groups, One group was treated as the experimental treatment group which was taught by using MURDER strategy while the other one group was treated taught by conventional strategy. The variables in this study were three, namely: independent, moderator, and dependent variable. The independent variable of this study was MURDER strategy and moderator variable was achievement motivation level which is divided into high and low motivation. On other the side, the dependent variable was the students' English reading comprehension.

### **Source of Data**

This study was conducted at the third graders of Madrasah Aliyah NW Penendem East Lombok-NTB. The research lasted from August 2015 until October 2015. Before determining the sample of this research, statistic analysis for homogeneity test was done. The homogeneity test of the data was the students' English achievement in the third semester out of the school being investigated. After the data was homogeneous, population then carried. Sample Random Sampling techniques was simple random sampling, because sampling was taken based on the experimental class, then the lottery technique or the experimental class using a table of random numbers or numbers, for each treatment based on initial homogeneity, then using simple random sampling technique. The population was all third semester, that it was divided into four classes which consisted of 20 college students. The research sample were all the senior high school students which finally produce four sample classes in which two classes as experimental groups and two classes as control groups.

### **Data Collection**

The collection of the data was obtained by using the instruments of reading comprehension test and achievement motivation questionnaires in studying English. The instruments had been tried out to ensure their validity and reliability. The collection of data in this study were collected by using test and non-test. Data which were collected by using test was reading comprehension data. In collecting this data, the students were assigned to comprehend a short essay upon particular topic. Their reading

comprehension were then analyzed and score by three ratters. Then to ensure the reliability of the ratters' score, the interrater reliability analysis was conducted for each test. The second data was collected by using non-test instrument. The data were collected by using the scale of achievement motivation in studying English. The students were given the scale to be responded. Score for each item of each student was then added up to obtain achievement motivation in studying English.

### **Homogeneity and Normality of Data**

Descriptive statistics and inferential statistics were used to analyze the data which was done by using two-ways ANOVA and continued by post hoc Tukey test analysis. The data were tested before, in order to find out whether or not they had normal distribution and homogeneity of variant. Taken from the Kolmogorav-Smirnov statistic, it was found that the data was normal distributed, and it was found that equality of error variance was homogeneous based on Leven'test.

### **FINDING AND DISCUSSION**

The examination of the findings was divided into six parts namely; 1) to examine about the significant effect of MURDER strategy and conventional strategy on reading comprehension of the senior high school student's; 2) to examine about the interactional effect of MURDER teaching strategy and student's achievement motivation on reading comprehension of the senior high school student's; 3) to examine about the significant difference on reading comprehension of the senior high school student's between the students with high achievement motivation taught by using MURDER strategy and conventional strategy ; 4) to examine about the significant difference between the students with low achievement motivation taught by using MURDER strategy and conventional strategy; 5) to discuss about the significant difference on reading comprehension of the senior high school student's between the students with high achievement motivation and the students with low achievement motivation taught by using MURDER strategy; 6) to discuss about the significant difference on reading comprehension of the senior high school student's between the students with high achievement motivation and students with low achievement motivation taught by using conventional strategy.

The first finding on the significant effect between the reading comprehension of the senior high school student's who taught by using MURDER strategy and

conventional strategy, showed the value of  $F_A$  was 33.4 while  $F_{cv} (1;80;0.01)$  was 5.35. Since  $F_A$  higher than  $F_{cv}$ , then  $H_0 (1)$  which stated “there is no significant effect in reading comprehension of the senior high school student’s between the students taught by using MURDER strategy and conventional strategy”, was *rejected*. It means that  $H_1 (1)$  which stated “there is a significant effect in reading comprehension of the senior high school student’s between the students taught by using MURDER strategy and conventional strategy”, was *accepted*. It can be concluded that there was a significant effect in reading comprehension of the senior high school student’s between the students taught by using MURDER strategy and conventional strategy, where the mean score of college students taught by using MURDER strategy was 73.8, it was higher than the mean score of college students’ writing achievement for students taught by using conventional strategy was 70.20.

According to the result of hypothesis testing and the analysis above, it could be interfered generally that the reading comprehension of the senior high school students’ which taught by using MURDER strategy was better than those taught by using conventional strategy. The result of that finding indicated that the MURDER strategy was superior to conventional strategy in reading class which could improve the senior high school student’s reading comprehension especially in developing reading skills.

The second finding on the interactional effect of MURDER teaching strategy and students achievement motivation on reading comprehension of the senior high school student’s showed the value of  $F_{AB}$  on interactional effect was 30.13. If p value is higher than 0.05 ( $p > 0.05$ ), it means that  $H_0$  is accepted. If p value is lower than 0.05 ( $p < 0.05$ ), it means that  $H_0$  is rejected. From the output, it is seen that F value is 30.13 and  $p = 0.000$ . it means that there is an interaction between teaching strategy and level of achievement motivation that affect the senior high school students’ comprehension, it means that the null hypothesis  $H_0 (2)$  which stated “there is no significant interactional effect between MURDER teaching strategy and conventional strategy and senior high school students’ achievement motivation towards the reading comprehension”, was *rejected*. It means that the alternative hypothesis  $H_1 (2)$  which stated “there is a significant interactional effect between MURDER teaching strategy and conventional strategy and senior high school students’ achievement motivation towards the reading comprehension”, was *accepted*. So it can be concluded that there is a significant

interactional effect between both MURDER and Conventional teaching strategy and students' achievement motivation towards the senior high school students' reading comprehension.

When there is an interactional effect, means that the students with high achievement motivation was best taught by using MURDER strategy ( $\bar{x}=79.48$ ) was higher than senior high school students' with high achievement motivation taught by using conventional strategy ( $\bar{x}=70.11$ ). The same thing happened to the group of students with low achievement motivation. The senior high school students' reading comprehension with low achievement motivation taught by using MURDER strategy ( $\bar{x}=71.00$ ) was higher than senior high school students' reading comprehension (Y) with low achievement motivation taught by using conventional strategy ( $\bar{x}=69.79$ ).

The third finding in this study showed the result of the first post hoc testing by Tukey test. It was found that the  $Q_{ob}$  was 10.8, where the Q critical value should be based on three things, namely ; the level of significant ( $\alpha$ ), the number of means (t), and the df within that can be seen in ANOVA table (q). For this study the Q critical value should be Q with  $t = 4$  and  $df=80$ . However since the Q table does not provide 80 degree of freedom, then 60 degree of freedom was used. From the Q table, the  $Q_{cv}$  (4:60:0.05) was 3.70 and the  $Q_{cv}$  (4:60:0.01) was 4.55. This means the  $Q_{ob}$  was higher than the  $Q_{cv}$ , in both 0.05 and 0.01 level of significance, so  $H_0$  was *rejected*.

Meanwhile, as the fourth finding of this study indicated that the result of the second post hoc testing showed that the  $Q_{ob}$  was 0.300. The Q critical value should be based on three things, they are the level of significant ( $\alpha$ ), the number of means (t), and the df within that can be seen in ANOVA table (q). For this study the Q critical value should be  $df = 80$ . However since the Q table does not provide 80 degree of freedom, then 60 degree of freedom was used. From the Q table, the  $Q_{cv}$  (4;60;0.05) was 3.70 and the  $Q_{cv}$  (4:60:0.01) was 4.55. This means the  $Q_{ob}$  was higher than the  $Q_{cv}$  in both 0.05 and 0.01 level of significance, so  $H_0$  was *accepted*

Based on the findings it can be theorized that MURDER technique can improve the students' reading comprehension. The improvement can be seen from the result of their test. The students' score before the implementation of MURDER technique was low but after MURDER technique was implemented in the teaching and learning process the score was much higher. In MURDER technique, the students read

the text, recalled and detected the main points, and elaborated and reviewed the information of the text. By doing those activities, the students involved actively in learning process. Wenden (1991: 1) states that MURDER technique facilitates the learners to involve actively in teaching and learning process.

MURDER technique consists of six steps. Every step has a purpose to help the students in understanding the content of the text. O'Donnell, et al. (1985: 572) state that applying all those steps will help the students understand the text. Through the steps, the students are helped to identify the main idea, specific information, word meaning, text organization, reference, and communicative purpose of the text (Hythecker, Dansereau, and Rocklin, 1988: 27).

The activities in recalling and detecting steps make the students active in sharing information about the content of the text. The students recalled and detected the main points of each paragraph. Jacobs, et al. (1997: 33) state that recalling and detecting activity encourage the students to focus on main idea of the text. In reading the text, the students must be able to identify the meaning all words and terms in order to understand the message the text carries. Understanding stage encourages the students analyze and discuss in pairs about those words and terms and try to predict their meaning based on the context. Discuss the word meaning is beneficial in order to get the maximum understanding of the text. The activities help the students in identifying the main idea, identifying specific information, identifying word meaning, and identifying the reference of the word (Hythecker, Dansereau, and Rocklin, 1988: 26-29).

Being able to identify detail and specific information, the readers will identify the general points of the text. In Recalling and Detecting stages, the students are led to find the detail information including the way the writer arranges his idea which is reflected on the way he arranges the paragraph and reference. Gower, Philips, and Walters (1995: 95) state that if the students can get an overall idea of the text they can go on to a more detailed understanding.

In recalling the main points of each paragraph the students should use their own words or sentences. Therefore, they need a lot of words to complete their sentences. Richards (1997: 136) state that the ability to use the words and information will serve students well in almost every reading.

The activities of elaborating and reviewing steps help the students to produce summary. The students are guided to make the information in the summary more memorable. Jacobs, et al. (1997: 34) state that Elaboration step may lead readers to link

key information in the text to what they already know. The summary and the information they make in elaborating and reviewing step reflect their understanding about the text.

In other side, The MURDER technique encourages the students to relax and focus on the task. MURDER technique facilitates the students to relax and focus on the task. It is important things for the students to involve in teaching and learning process. It is one of the teacher's responsibilities to help the students involve in learning process. Dornyei (2001: 72) states that if the teacher could make the learning process more stimulating and enjoyable, that would greatly contribute to sustained learner involvement. MURDER technique covers that idea. Hythecker, Dansereau, and Rocklin (1988: 27) state that MURDER technique increased "on task" behaviour by preparing the students to better cope with distractions. MURDER technique elicit the students' prior knowledge of the reading text . MURDER technique actually covers the Top-down theory. Top-down theory suggests to bring a great deal knowledge, expectation, assumption, and questions to the text. The readers fit the text into knowledge they already posses, then check back when new information or unexpected information appears (Nuttal, 1983: 17). From this explanation, it is clear that in the process of comprehension it needs prior knowledge of the reader to predict the meaning of the text. MURDER technique makes the students use their prior knowledge to elaborate things related to the text. Harris and Hodges (1955: 207) propose that the text comprehension is enhanced when readers actively relate the ideas represented in the print to their own knowledge experience and construct mental representation in memory. MURDER technique enhances motivation in studying reading.

Motivation takes important role in determining the success of teaching and learning process. One of the teacher's responsibilities is motivating his students to take a part in teaching and learning process. A teacher has to be selective in applying teaching method in the class. A method which is fun, engaging, and interesting usually motivates students to learn. MURDER technique covers that idea. Therefore, the technique guides the students to enhance learning. Dansereau in Jacobs, et al. (1997: 33) state that the various steps in MURDER guide readers to enhanced learning. For example, the Recalling, Detecting, Elaborating, and Reviewing steps may lead to multiple encodings of the text because the members of the dyad have to verbally state, explain, expand on, and summarize the text's main ideas. Also, because the technique



focuses on main ideas, rather than encouraging readers to try to remember everything, processing of information may more efficient. The processes will motivate them to read and understand the text.

MURDER technique is the technique fitted to classroom workgroup. The teaching and learning process is more effective when the students work together in doing the tasks. The researcher found that putting the students into pairs was effective. Jacobs, et al. (1997: 23) state that working with someone else may keep students on task. Furthermore, Cooper (1980: 433) states that the knowledge of the need to work with partner can affect performance either by increased motivation and focusing on task. It is clear that MURDER technique emphasizes on interacting of the students in the group. It was an important aid in learning. It enables students to interact with the other students in the positive interdependent environment. It provided opportunities for the students to ask, to negotiate, to share information, and to clarify ideas through discussion.

## **CONCLUSION, IMPLICATION AND SUGGESTION**

### **Conclusion**

Based on the research findings of the data analysis the conclusion can be formulated as follows: (1) there is a significant difference on senior high school students' reading comprehension between senior high school students taught by using MURDER strategy and conventional strategy, senior high school students' reading comprehension taught by using MURDER strategy is higher than those taught by using conventional strategy at the third grader students of Madrasah Aliyah NW Penendem;(2) there is a significant interaction between MURDER and Conventional teaching technique and achievement motivation on the English reading comprehension of senior high school students at the third grade of Madrasah Aliyah NW Penendem; (3) there is a significant difference on senior high school students' reading comprehension between the senior high school students with high achievement motivation taught by using MURDER strategy and conventional strategy. The students with high achievement motivation taught by using MURDER strategy ( $\bar{x}=81.50$ ) showed higher achievement than those with conventional strategy ( $\bar{x}=71.18$ ); and (4) there is a significant difference on senior high school students' reading comprehension between the students with low achievement motivation taught by using MURDER strategy and conventional strategy. The students with low achievement motivation taught by using

MURDER strategy ( $\bar{x}=72.0$ ) showed higher achievement than those with conventional strategy ( $\bar{x}=71.72$ ).

### **Implication**

The implication of the research findings which have been described has implications as follows: MURDER strategy is an effective strategy to be implemented in English class to improve senior high school students' reading comprehension. By implementing MURDER strategy, the teacher could stimulate students' creative in learning English. MURDER strategy also helps the senior high school students to be more active and creative in the learning process. It enables the students to make reflection on their strengths, progress, and weaknesses when developing their reading comprehension, so that the students can monitor their learning progress. Besides, the students are active learners in the learning process, rather than recipients of information since they are engaged in learning by doing. The senior high school students with high achievement motivation were proven to be more effective if they were taught by using MURDER strategy because this technique could challenge the students to give their fullest potential. The students could make reflection on their strengths, progress, and weaknesses when developing their reading comprehension so that the students can monitor their learning progress.

### **Suggestions**

It is recommended for the English teacher of Madrasah Aliyah NW Penendem to implement MURDER strategy as an alternative strategy in reading class because this strategy has been proven to be effective to improve the students' reading comprehension. Since achievement motivation has significant role in contributing the college students' reading competency, the English teacher are expected to know the level of their students' achievement motivation since it will influence the choice in implementing teaching strategy. Besides that, the English teacher should increase their students' achievement motivation in reading, so that the students can reach their optimum reading comprehension.

The other researchers are expected to conduct further research according to the effect of MURDER strategy and achievement motivation toward other language skills (speaking, listening, and writing) and who want to conduct research to improve the quality of reading competency, it is recommended to do further research with different

reading strategy, and characteristics of students. Moreover, it is recommended to research other variables, such as: the location of the school (in city or in village), socio-economic background of the students' parents, or the status of the school accreditation.

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