

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the research finding and discussion. The research findings were based on the data obtained from preliminary study and the process of implementing MURDER technique in reading comprehension. The discussion based on research findings.

A. Findings

This classroom action research carried out in two cycles, and each steps of this study include four stages: planning, implementing, observing, and reflecting. Before presenting procedures of the classroom action research, it is started by presenting preliminary study. The preliminary study was done before classroom action research would be conducted. Preliminary study consists of preliminary interview and preliminary test.

1. The Result of Preliminary Observation

First of all, the process of action research would be started by preliminary study. The researcher did the observation at MTs Miftahul Huda Karangsono to get information about the teaching learning problems in the classroom, especially in reading comprehension. This activity was done on Saturday March 5th 2019 at 10:40 am. The researcher also made short interview with English teacher. Based on the interviewing with English teacher, she said that the problem in teaching and and learning of the eight

grade students in MTs Miftahul Huda Karangsono was almost of students got difficulties to understand the reading text. It was caused students only read the reading text without comprehend, they found the difficult word that they did not know the meaning, and they could not determine the main idea of the text. Moreover, students got bored because lack of motivation in study English. It might be caused the teaching reading just focuses in one strategy in every meeting.

After collected data from preliminary observation and interview, the researcher gave the preliminary test to the students' of VIII A at MTs Miftahul Huda Karangsono to measure students' reading comprehension. The test conducted on March 9th, 2019 at the 10.00-11.20 a.m. The result of preliminary test showed that students get the poor result of reading comprehension, it showed that there were only 3 students passed the test and 26 students others were failed. For detail score in preliminary study could be seen in table 4.1.

Table 4.1 The result of pre-eliminary test

NO	Name	Score	Result	
			Passed	Failed
1	AAFR	55		√
2	ANA	45		√
3	AKS	50		√
4	ANF	55		√
5	DAW	65		√
6	EAAM	60		√
7	HPK	55		√

8	IFM	35		√
9	LFI	30		√
10	MA	70		√
11	MFA	80	√	
12	MRA	45		√
13	MFU	50		√
14	MFMR	40		√
15	MAI	30		√
16	MHL	45		√
17	MRR	60		√
18	NF	40		√
19	PPWW	80	√	
20	RWR	35		√
21	SDN	45		√
22	VAF	70		√
23	YF	60		√
24	ZKRF	65		√
25	ZYNK	20		√
26	HDS	40		√
27	NF	40		√
28	MSAA	75	√	
29	EA	40		√
Total Score		1480	3	26
Percentage			10,4 %	89,6 %
Mean score			51,03	

So, it could be seen that students was obtained the score who passed the preliminary study were less than 75%, it is only 10,4 % (3 students) students were passed the preliminary test and the other 89,6 % (26 students) were failed. The result of means score in preliminary study that was still 51,3. It was still far from passing score minimum which was 75. Therefore, from the result of student's score in preliminary study above it could be concluded that the criteria of success had not been achieved yet. The students got difficult to comprehend the recount text. Most of them were difficult in inferring meaning

of certain word in the text, difficulty in identifying the main idea of the text, difficulty in finding the implicit and explicit information of the text, and also difficulty in determining the reference. So, most of them could not answer correctly the preliminary test that given by the researcher.

2. The Result of Reflection in Cycle 1

The data was presented in cycle 1 in planning, implementing, observing, and reflecting. This cycle conducted in two meetings for teaching and learning process and giving the test. It is conducted in two days, on 14th March 2019, and 16th March 2019. In cycle I, the researcher collaborated with English teacher. The researcher implemented MURDER technique in the class, and the collaborator teacher observed the students and researcher's activities in reading class. After implementing this strategy in two meetings, the researcher gave the test cycle I for students. The result is showed in table 4.2.

4.2 The Result of Comprehension test in Cycle 1

NO	Name	Score	Result	
			Passed	Failed
1	AAFR	65		√
2	ANA	50		√
3	AKS	50		√
4	ANF	50		√
5	DAW	75	√	
6	EAAM	65		√
7	HPK	65		√
8	IFM	50		√

9	LFI	35		√
10	MA	75	√	
11	MFA	80	√	
12	MRA	55		√
13	MFU	50		√
14	MFMR	55		√
15	MAI	45		√
16	MHL	50		√
17	MRR	70		√
18	NF	50		√
19	PPWW	80	√	
20	RWR	40		√
21	SDN	60		√
22	VAF	80	√	
23	YF	55		√
24	ZKRF	70		√
25	ZYNK	35		√
26	HDS	60		√
27	NF	70		√
28	MCAA	75	√	
29	EA	55		√
Total Score		1715	6	23
Percentage			20,7 %	79,3 %
Mean score			59,1	

From data above, it could be conclude that the students who passed the test cycle 1 were less than 75%, it is only 20,7 % (6) students who passed the test and 79,3 % (23 students) who failed. The result of main score still was 59,1. It was still far from the passing score minimum which stated 75. But, the result of test in cycle I was better than the test in preliminary study. So, from the result of the score in test cycle 1 could concluded that the MURDER technique was suitable to be implemented for student's reading comprehension but not maximally yet.

During the process of implementing MURDER technique, The English teacher wrote down the problem happened during teaching-learning activity and give comment about the researcher's performance during classroom action research process. The result of the observation showed that the researcher had implemented every step in teaching learning process as it was described in lesson plan. However, there were some problems in every step.

The researcher needed improvement when she determined the students who have role as recaller and detector because the role needed students who had good ability, the researcher chose them randomly without concerning the student's ability, beside the teacher didnot explain the student's role well. So, the students could not perform their role properly, they looked confused to perform their role.

In recall phase, the students also spent too much time to determine who as recaller and who as detector. In this phase, students were so shy and confused to express their arguments or to retell. It is not effective because they tried to get "safe" position without understand their role.

Based on the result of student's score and observation during teaching learning showed that those were still did not reach the criteria of success. So, the researcher needed to conduct next cycle. The researcher revised the planning in cycle I and the implementing of MURDER technique in cycle I to conduct the cycle II.

3. The Revised Planning

The implementation in cycle I had not given the significant influence to reading comprehension of students' at class VIII A MTs Miftahul Huda Karangsono. The result of test cycle I was not satisfying yet. So, the researcher made some revisions to conduct the next cycle. The researcher revised the planning of implementing the strategy. The planning of implementing in cycle II was similar with cycle I, but the researcher applied the new strategy to conduct the MURDER technique in reading class. The differences strategy can be seen in the table below:

4.3 The Modified Technique in Implementing Murder

NO.	The modification	
	Cycle 1	Cycle 2
1	The member of pair was chosen randomly.	The member was chosen by the researcher and collaborator teacher to combine students that have good ability and low ability.
2	The researcher give clue by using picture.	The researcher designed material in PPT to attract students' interest.
3	Pairs played role based on their discussion.	The role of members were determined by researcher and teacher
4	Time is free without any calculation.	The time will set as effective as possible. Based on the time allocation and the steps to do.

4. The Result of Cycle II

The implementation of cycle II consisted of three meetings for teaching and learning process and giving the test. It was conducted in two days, on II in March 21st 2019 and March 23rd, 2019. The researcher made some revisions in conducting the MURDER technique in cycle II. The researcher began with give more explanation about recount text and MURDER technique by using PPT. The researcher explained more about the student's role in pairs correctly with giving them the student's role card. It made the students felt enjoy and easy to understand and to do the task. The researcher also divided the group member based on the score of test cycle I. So, the pairs discussions could be going on better than at the first cycle.

After implementing the technique with many revisions were done, the researcher gave the test cycle II to the students. For detail of student's score in test cycle II could be seen in the table 4.4 below:

4.4 The Result of Comprehension test in Cycle 2

NO	Name	Score	Result	
			Passed	Failed
1	AAFR	75	√	
2	ANA	75	√	
3	AKS	80	√	
4	ANF	75	√	
5	DAW	75	√	
6	EAAM	70		√
7	HPK	75	√	
8	IFM	70		√

9	LFI	55		√
10	MA	80	√	
11	MFA	85	√	
12	MRA	70		√
13	MFU	75	√	
14	MFMR	80	√	
15	MAI	65		√
16	MHL	75	√	
17	MRR	80	√	
18	NF	75	√	
19	PPWW	90	√	
20	RWR	65		√
21	SDN	75	√	
22	VAF	80	√	
23	YF	60		√
24	ZKRF	70		√
25	ZYNK	75	√	
26	HDS	45		√
27	NF	80	√	
28	MSAA	90	√	
29	EA	75	√	
Total Score		2215	20	9
Percentage			69 %	31 %
Mean score			76,3	

From data above, it could be concluded that the student's reading comprehension had improved. It showed where the students who passed the test cycle II were 69 % (20 students), it is only 31 % (9 students) who failed. The result of main score was 76,3. It was different with the mean's score of test cycle I which is only 59,1. So, it concluded that the criteria of success was achieved because some of the students got the score in the test cycle II was ≥ 75 and had been reach the standard criteria, it's mean that MURDER

technique could be implemented student's reading comprehension in recount text.

The researcher chosed students that had good ability for every pairs. It could make students do the task well. Therefore, students who had role could do the role well. They did not look confused and could work together with their pairs. The teacher had been describe the steps of the learning clearly.

At the second meeting, the teacher performance run better than the first meeting. The teacher could explain MURDER technique properly and arranging the group run well because the student's sit in the same pair member as like in previous meeting. The teacher performance also looked better that in the first meeting, she could more clearly in explain about MURDER technique in reading, creative in arranging group member and student's role, controlled the time to activated the student's prior knowledge.

Based on the result of student's score in test cycle II and observation during teaching learning showed that students was reached the criteria of success in reading comprehension and the standard criteria. So, it did not need continue on the next cycle, the study stopped. From the result of the cycle II, it was showed that the MURDER technique was suitable to be implemented in eight students of MTs Miftahul Huda Karangsono in academic year 2018/2019.

B. Discussion

This research was conducted to know how the implementation MURDER technique to enhance students reading comprehension of MTs Miftahul Huda

Karangsono for eight grade. This technique consisted of six stages. MURDER stood from Mood, Understand, Recall, Detect, Elaborate and Review. Each steps could help students in comprehending text, specially in recount text. According to O'Donnell et al (1985), applying each steps could increase students' reading comprehension well. According to Dwi Astuti N. (2014), using various interesting reading technique could improve the students' English reading comprehension. The students were creative and they needed some activities that could make them more concentrated.

The process of implementing was started by determining students' group. As stated before, the type of this technique was cooperative learning. So, students must be arranged in small group or pair. As Olsen and Kagan (1992) stated that cooperative was defined as learning activities which depended on socially structured. This stage gave students new experience in teaching learning process. They were able to discuss their difficulty in material with friends. They exchanged the information about the material. In addition, it increased the motivation in learning by forming students into groups, it makes the teaching-learning more effective, interested and not monotone. In other hand, cooperative learning gave some advantages for students, such as supporting and enhancing communication and interpersonal skill development. As stated by Hytecker, Danserau and Rocklin (1998:26-29) that by making the pair, the students felt comfortable when they study together to

solve their problem together, they felt easy to do the task because they always share their idea with their friend.

In the understand stage, students analyzed the text, words and made prediction about the meaning based on the context. Hytecker, Danserau and Rocklin (1998:26-29) stated that the understand stage helped students in removing pressure to understand word in detail. They guessed the meaning through the context. Therefore, the students could identify meaning, main idea and detailed information of the text directly.

After understanding stage, there were two important stage. They were recall and detect stage. Recalling and detecting stage helped students to share the information in the text actively. The students recalled and detected each points of paragraph. Jacobs, et al (1997:33) said that the recalling and detecting stages helped students to focus on the main point of each paragraph. In addition, students were able to find general idea and guess detailed information of the text. According to Gower, Phillips and Walter (1995:95), understanding overall of idea helped students to catch detailed information of the text.

In elaborating and reviewing stages, students produced summary about the text. The summary wrote done by using their own words. So, the information would be memorable and understandable. Moreover, Jacob, et al (1997:34), elaborate stage leded students to link what informtion that was gotten with what they knew. Meanwhile, review stage guided students in producing

summary for text. The summary and the information in elaborating stage helped students to comprehend a text.

The researcher got the result of students' enhancement in the preliminary of study, the student's mean score at the preliminary test was 51,3. There are only 3 students (10,4 %) who passed the test and 26 students (89,6 %) are failed. It showed that the teaching-learning for reading comprehension still low.

The test on cycle I showed that the students who passed the test cycle I were less than 75%, it's only 20,7 % (6 students) were pass in the test cycle I and the other 79,3 % (23 students) was failed. The result of the mean's score of the test cycle I is 59,1. It is still far from the passing the score minimum which is 75. Based on the result of the test showed that the MURDER is effectively conducted but it is not run well yet.

The result of cycle II concluded that the MURDER technique enhance the students reading comprehension. It showed from the mean's score of test cycle II which is 76,3. The students who passed the test cycle II were 69 (20 students) and the other 31% (9 students) was failed. From this result of test in cycle II can be concluded that the students have been achieved the standard criteria and fulfill the criteria of success that is the score of every students who passed the test ≥ 75 . It means that MURDER can enhance the student's reading comprehension in recount text.

This research had some related study that applied MURDER technique. The research was conducted by Geta Ariani (2012) with title "*Improving Reading Comprehension Using Mood, Understand, Recall, Detect, Elaborate and Review (MURDER) A Classroom Action Research at Eleventh Grade Students of SMA Negeri 2 Karanganyar*". The purpose of this study was to know how MURDER technique could improve students' reading comprehension and how students responses in the process of implementing MURDER. The result of this study shown that mean score of pretest (61,35), test (71,95) and post test (78,08) improved. Moreover, students were more active in reading class and more communicative in learning activity. So, this study was successful in improving students' reading comprehension by implementing MURDER technique.

Another related study came from Salmia Nur Ardiani (2015) with the title "*The Use of MURDER technique in Teaching Reading*". The purpose of this study was to know how MURDER technique improve reading comprehension and students' attitudes toward implementation of MURDER technique. The result of this study shown that MURDER generally helped students in developing their comprehension through 1) the use of comprehension strategies incorporated in the phase of MURDER (mood, understand, and recall phase), 2) monitoring comprehension (detecting phase), 3) the use of their background knowledge (elaboration phase), and 4) summary writing (review phase).

Another research came from Ni Wayan Krismayani with the title "*The Application of MURDER Technique to Improve Reading Comprehension*". The purpose of this study was to solve the problem faced by the fourth semester students of English Education Study program FKIP Unmas Denpasar in academic year 2014/2015. The classroom action research was carried out in two-planned cycles that were preceded by administration of pre-test. The result of the tests, pre-test and post-tests, showed that the students' reading comprehension improved significantly. To get the supporting data, structured questionnaire, showed positive responses concerning the students' responses toward the implementation of MURDER technique.