THE IMPLEMENTATION OF MURDER (MOOD, UNDERSTAND, RECALL, DETECT, ELABORATE and REVIEW) STRATEGY TO IMPROVE READING ABILITY (A Classroom Action Research for the Eight Grade Students of Mts Muhammadiyah Bumirejo Mungkid Magelang in the Academic Year of 2016/2017)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:
AKHMAD ADRI MUZAKA
113 12 139

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA 2017
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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2017
DECLARATION

“In the name of Allah, the most graceful and the most merciful”

Hereby, the writer fully declares that this graduating paper is made by the writer himself, and it is not containing materials written or has been published by other “people” ideas except the information from the references.

The writer capable account this for graduating paper if in the future this thesis can be proved of other containing idea or in fact the writer imitate the other thesis.

This declaration is made by the writer to be understood.

Salatiga, January 09th 2017

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Salatiga, January 13th 2017

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ATTENTIVE COUNSELOR
Case: Akhmad Adri Muzaka’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamualaikum Wr. Wb.

After reading and correcting Akhmad Adri Muzaka’s graduating paper entitled “THE IMPLEMENTATION OF MURDER (MOOD, UNDERSTAND, RECALL, DETECT, ELABORATE, and REVIEW) STRATEGY TO IMPROVE READING ABILITY (A Classroom Action Research for the Eight Grade Students of MTs Muhammadiyah Bumirejo Mungkid Magelang in the Academic Year 2016/2017)”. I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamualaikum Wr. Wb.

Consultant,

\[Signature\]

Mashlihatul Umami S.Pd.I., M.A.

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A GRADUATING PAPER

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WRITTEN BY:

AKHMAD ADRI MUZAKA

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Has been brought to the board of the examiners of English Education Department Teacher Training and Education Faculty State Institute of Islamic Studies (IAIN) Salatiga, on February 06th 2017 and hereby considered to completely fulfill of the requirement degree of Sarjana Pendidikan (S.Pd.) in English and Education Department.

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DEDICATION

1. My beloved mother (Muntatik) who always gave her support and always be calm to see across me until now.

2. My beloved father (Fatkul Kirom)

3. My beloved brother (Adzik Mutsana)

4. For the women who accompany me on my life, on the way to get this dream (Dek Noor)

5. For Heni’s Family

6. For all of my closest friends on PMII Kota Salatiga especially for Azis, Eni, Agil, Apan, Fadil, and Miftah thanks for your support and prayed.

7. All of my friends on TBI 2012
MOTTO

“ALL PARTS OF YOUR LIFE ONLY COME FROM ALLAH SWT, SO ENJOY, FEEL AND ALWAYS THANKFULL”

(The Researcher)

“Indeed, my prayer, my rites of sacrifice, my living and my dying are for Allah, Lord of the worlds”

(Q.S. Al-An’aam [6]: 162)
ACKNOWLEDGEMENT

Assalamu’alaikumwr.wb

In the name of Allah, The Most Gracious and The Most Merciful, The Lord of Universe. Because of Him, the writer could finish this graduating paper entitled THE IMPLEMENTATION OF MURDER (MOOD, UNDERSTAND, RECALL, DETECT, ELABORATE, and REVIEW) STRATEGY TO IMPROVE READING ABILITY (A Classroom Action Research for the Eight Grade Students of MTs Muhammadiyah Bumirejo Mungkid Magelang in the Academic Year 2016/2017) as one of the requirement for the Degree of Educational Studies (S.Pd.) at English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga in 2017.

Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness into the lightness.

However, this paper would not be finished without those supports, advices, guidance, helps and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to express gratitude for:

1. Dr. Rahmat Haryadi, M.Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi. M.Pd as the Dean Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
3. Noor Malihah, Ph.D. as the Head of English Education Department.
4. Mashlihatul Umami, S.Pd.I, M.A, as the researcher’s counselor who has always educated, supported, directed, guidance, and recommendations for this graduating paper from the beginning until the end.

5. My beloved parents (Fatkul Kirom and Muntatik) thank you so much for everythings.

6. My beloved brother (Adzik Mutsana) thanks for your support and your kindliness.

7. For Dek Noor thank you very much.

8. For my closest friends on PMII Kota Salatiga especially for Azis Setiawan, Eni Susanti, Arfan Affandy, Agil Prasetyo, Fadhil Yahya, Miftahurrohman and Ridha Ayu. Thanks for your supports.

9. All English department students in the Academic Years of 2012 especially for all members of TBI D, thanks for being my friends.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. And the writer in pleased to accept more suggestion and contribution from the reader for the improvement of this graduating paper.

Wassalaamu’alaikum, wr, wb.

Salatiga, January 09th, 2017

The writer

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ABSTRACT


Key Words: Improve, Reading Ability, MURDER strategy,

This study is a classroom action research. The general objective of this study is improving students’ reading ability through MURDER strategy, while the specific objectives of this research are: (1) To know the students’ reading ability. (2) To find out the improvement of MURDER strategy to improve students’ reading ability. (3) To find out how far the improvement of MURDER strategy to improve the students’ reading ability. This CAR was conducted at MTs Muhammadiyah Bumirejo. The procedures of CAR consist of planning, action, observation, and reflection. The data were collected from achievement test and observation. The observation during the process of English teaching and learning was conducted with the help from observer. In this research, the writer acted as the practitioner. The tests were in the form of pre-test and post-test conducted in cycle I and cycle II. The research resulted: the reading ability of the students are low before used MURDER strategy on the learning process, the implementation of MURDER as a strategy can improve reading ability, it is proved with the students’ improvement score of the tests because mean of post-test in cycle I is higher than mean of pre-test (67, 94 > 49, 70) and the mean of post-test in cycle II is higher than mean of pre-test (83, 5> 37, 84), the improvement of outdoor activity as a strategy in improving students’ reading ability, it can be proved by the result t-test calculation is higher than t-table in each cycle. In cycle I t-test score is 4, 3 is higher than t-table 2, 12 and cycle II t-test score is 8, 45 is higher than t-table 2, 12.
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CHAPTER I
INTRODUCTION

A. Background of the Study

English is the language of global terms that need to be developed in Indonesia. In Indonesia, language has been incorporate into the curriculum of English schools and colleges so that English can be taught to the Indonesian learners well.

Learning English means learning about four language skills. They are listening, speaking, reading, and writing. Reading is one of ways to study English language; furthermore, it has an important part in teaching learning process because students will enlarge their information directly by reading passage. Grellet (1998: 7) states that reading is an active skill and on the reading involves guessing, predicting, checking and asking oneself question.

Reading gives us much information, although that is informal or formal information. By reading we get new knowledge, it is one of benefits of reading. Students who want to get more information or new knowledge must read very much. In the language learning, reading will guides students to get more active. The students will set up their ideas to make a new thought after they read a passage or text. Nevertheless, there will be difficulties appear amongst the students for instance students’ ability which is still low. It causes
difficulties faced by understand about the passage or text. High reading ability is very needed to understand about the passage or text. Especially, when students read foreign language passage or text they must have a good reading ability and high comprehension. The main problem that appears to understand about foreign language passage is acquisition. Many students feel difficult to comprehend about foreign language passage.

English as universal language is one of foreign language which students learn in the school. However, some students have difficulties to understand that, especially when they read an English text or passage. It looks on the one school in Magelang region, MTs Muhammadiyah Bumirejo is one of junior high school in Magelang region. The students still find many difficulties to read and understand about an English passage. Junior high school which is as a first step to know about foreign language -like English language- must guide their students to understand about the language. However, is not happening there, it looks that the students’ ability in reading is still low and difficult, it is stated by the teachers. Some technique or manners have being applied to develop students’ ability on reading foreign language passage, especially English. The students’ score on English language learning are under average or standard, many students get 6.0 until 7.5 score on English language learning.

According to the teachers, the ability of the students in reading English language is low. Some students have an anxiety to read English passage
because they feel confused of English structure and many unfamiliar vocabularies. English teacher also add that students think English language is difficult to comprehend.

Based on the problem in MTs Muhammadiyah Bumirejo Mertoyudan Magelang, reading ability is still low due to several factors. First, students are still difficult to understand and identify English language. Second, students cannot answer questions because they have less knowledge in English language. Third, students are not able to retell what has been read. In the last, students are lazy.

Referring to the problems, it is important to apply the methods or strategy to improve their reading ability on English language. The methods or strategy will guide students to get rid of their difficulties, change classroom atmosphere and make a new atmosphere in English language learning especially to improve reading ability.

Cooperative learning is one strategy to solve about students problem. One benefit of cooperative learning is to improve students’ ability on reading English passages, MURDER (Mood, Understand, Recall, Detect, Elaborate, Review) strategy is one of cooperative learning which researcher will choose to solve about students problems. MURDER is a reading technique was developed by Hytheker, Dansereau, and Rocklin (Kollar, 2006: 10)

MURDER is acronym from six words, which is Mood, Understand, Recall, Detect, Elaborate, and Review. This strategy will concern on cognitive
psychology perspective. It will have six steps which begin from mood until review. Usually, reading activity is just understand and review, but based on this strategy, it will guide students deeper to improve their reading ability.

Based on the explanation above, it is necessary to conduct a research on the application of MURDER strategy on English subject to help the students to improve their reading ability in eight grade students of MTs Muhammadiyah Bumirejo Mertoyudan Kab. Magelang. It will be proposed by the researcher for graduating paper entitled “The Implementation Of Murder (Mood, Understand, Recall, Detect, Elaborate, And Review) Strategy To Improve Reading Ability“

B. Research Problem

Based on the research above, in order to learn more obvious and more directed problems can be summarized as follows:

1. How far is the students’ reading ability for the eight grade students in reading for the first year students in MTs Muhammadiyah Bumirejo in 2016/2017 Academic Year?

2. Can MURDER strategy improve the student’s achievement on reading ability for the first year students in MTs Muhammadiyah Bumirejo in 2016/2017 Academic Year?
3. To what extent is the improvement of students’ reading ability using MURDER strategy.

C. Objective of The Study

To be able give answer of providing questions which above on the objective the study is:

1. To find the students’ reading ability for seight grade students MTs Muhammadiyah Bumirejo Kec. Mertoyudan Kab. Magelang in the academic year of 2016/2017.

2. To find whether there is an improvement of MURDER strategy to improve students’ reading ability for the eighth grade students of MTs Muhammadiyah Bumirejo in the academic year of 2016/2017.

3. To find out to what extend the improvement of MURDER strategy to improve the students’ reading ability for the eighth grade students of MTs Muhammadiyah Bumirejo in the academic year of 2016/2017 is.

D. Significance of The Study

This research concerns on the implementation of MURDER strategy to improve reading ability. Therefore, the importance of implementation of MURDER strategy to improve reading ability indicates into theoretical and practical advantages, which is shown as follows:
1. Theoretical advantages
   a. The result of the research can be used as a reference for those who want to conduct the research in English teaching to improve student’s reading ability.
   b. The research can be used for the teacher as teaching and learning method to guide the students in improving reading ability.

2. Practically advantages
   a. The students get opportunities to improve their reading ability by used this strategy.
   b. The presence of this research is expected to help the teacher giving feedback, how effective of this strategy are applied to the students in improving their reading ability.

E. Definition of Key Terms

In this study, the researcher would like to clarify the terms to make them clear. This use to avoid misunderstanding about the term, they are MURDER strategy, reading ability and MTs Bumirejo Muhammadiyah Kec. Mertoyudan Kab. Magelang

1. MURDER strategy

   MURDER strategy is one part of cooperative learning. According to Jacob (1998: 56) MURDER is acronym from six words, they are M
stands for Mood, is to get positive mood from students. This is a step to make the students interest with the topic of the passage and situation of the students. U stands for Understand. This is a step to make a note about what the students do not understand about the passage. R stands for Recall. After the students learn a chapter or assignment, they put what they learn into their own words. D stands for Detect. This step is to check again what the students do not understand about the passage and reconsider the information. E stands for Elaborate. In this section the students elaborate the answer of the topic of the passage. R stands for Review, which is a step to go back to the previous material meanwhile the teacher gives an exercise to the students. MURDER can be applied in pairs or groups of the students. Then, each pair or groups get one passage to analyze. It makes a new idea from each student and get new knowledge.

2. Reading

Reading is process of the students to understand about the passage or text. It is an activity on learning that includes the reader, the text and the activity. This is a step to make the students open their mind and search information from the text. The purpose is to make the students understand about the text and be able to improve the ability in reading text. Some improvement that the students get is skimming and scanning
of the text. It is a manner for the students to comprehend and get information of the text as clearly and quickly.

3. Ability

An ability is a trait which is defined by what an individual can do (Thrustone, 1947: 62). Ability also can be understood as the physical or mental power or skill needed to do something.

4. MTs Muhammadiyah Bumirejo Mertoyudan Kab.Magelang

MTs Muhammadiyah Bumirejo Mertoyudan is one of junior high school in Magelang region. This is located at Jalan Soekarno Hatta Km.07 Mertoyudan Kab.Magelang. It has one classroom on each grade. The average of the students in each class is 30 students. The researcher concerns on eight grade students of A class. The researcher thinks that there are crucial problem on their reading ability. Therefore, the researcher is deeply interested to solve the problems.

F. Previous Studies

In this graduating paper, the researcher takes review of related study from the other thesis. The research was conducted by Geta Ariani (2012) with the 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 in the Academic Year of 2011/2012”. She focused on improving students reading
comprehension through MURDER technique. She used pre-test and post-test to measure the improvement on students after using MURDER technique in reading comprehension.

Then, the next research was conducted by Lia Febriyani (2014) with the title “The Use of Reading Thinking Activity Strategy to Improve Students’ Reading Comprehension”. In her research, she focused to find the implementation of her strategy and how deep the students mastering in reading material using the strategy. Based on her research, she found that the students can improve their reading comprehension using the strategy.

The other research came from Fashao Meng (2009) which is published by CCSE entitled “Developing Students’ Reading Ability through Extensive Reading“. This study concerned on situation for teaching and learning reading on second language. This journal measured that the teaching and learning reading second language was developed by this manner or strategy. The result of this study showed that there were many improvements of pedagogical aspects of reading by using the strategy.

The research which was done by Elvina Ariyanto (2007) entitled “The Effect of the Grammar Translation Method and the M.U.R.D.E.R Technique on Teaching Reading on the Reading Achievement of Eleventh Grade Students of Senior High School” also gave some explanation that MURDER technique could be an improvement on reading skill or reading ability of the students. Besides, the other method was used on teaching
reading which is compared with grammar translation method; MURDER technique was more significant to improve the students reading skill or ability.

The last previous study was done by Katleen M. T. Collins entitled “Relationship between Reading Ability and Statistics Anxiety among African-American Graduate Students: Implication of Teaching and Learning Statistics” which is published by ICOTS in 2016. This journal concerned to make a blending of two problems then was analyzed on teaching statistics. The result of this research showed that reading ability was very important to improve material of the lesson.

G. The Outline of The Research

This graduating paper consists of five chapters. Each chapter discusses as follows: Chapter I contains introduction which covers the background of the study, research problems, objective of the study, significant of the study, the definition of key terms, and outline of the research. Chapter II is theoretical framework. It consists of the underlying theories that include reading ability, types of reading ability, MURDER strategy, procedure of MURDER strategy, process of using MURDER strategy, relation between MURDER strategy and reading, reading assessment, rubric teaching reading, reading indicator and strategy of teaching reading. Chapter III explains about methodology of research which consists of setting of the research, subject of the research, method of the research, time allocation, procedure of the
research, techniques of collecting data, and technique of analyzing data. Chapter IV explains the data analyzes. It is about the result findings and discussion about the research. Chapter V explains the last part of this graduating paper by giving conclusion and suggestions.
CHAPTER II
THEORITICAL FRAMEWORK

A. MURDER (Mood, Understand, Recall, Detect, Elaborate, and Review) Strategy

MURDER strategy is one part of cooperative learning. Actually MURDER is acronym from six words, they are M (mood), is to get positive mood from students. Step to make students is very interest with the topic of the passage and situation of students. U (understand) step to make a note what is students not understand about the passage. R (recall) after studying a chapter or an assignment put what being learn into own word. D (detect) is check again what do not understand about the passage and reconsider the information. E (elaborate) is elaborating the answer of the students about the topic of the passage. R (review) go back to the material once, twice or more and give an asking exercise to students. MURDER embodies the key cooperative learning concept defined above (Jacob, 1998: 56). MURDER strategy can be applied with pair or groups of the students, and then each pair or group got one passage to analyze. It made the students have new idea and got new knowledge.

According to Hytecker, Danserau, and Rocklin (1988: 26-29), the MURDER strategy has many advantages. The Mood aspect of MURDER technique encourages the students to relax and focus on the task. Understand
helps the students to follow the author’s main train by removing pressure to understand in detail. Recall 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 words.

The Detect aspect encourages the students to make the summary as accurately as possible by detecting any errors or omissions. It helps the students to improve their ability in summarizing the material. Elaborate guides the students to make the information in the summary more memorable. The last is Review aspect that guides the students to produce the summary of the entire passage. In this technique, the students work in small groups. They work together to share their understanding of the text.

According to Ingo, Fischer and Hesse (2006: 11), there are two objectives of the MURDER-script. 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 O’Donnell & Dansereau (1992), “the MURDER script was developed to support dyads in face-to-face settings with respect to text comprehension. First, a text of several pages will be segmented into smaller sections. For each section, the MURDER script specifies several activities for two learners.”
Meanwhile, Cafferty, Jacobs, and Iddings (2006: 187-188), identify some steps in applying MURDER strategy. Those steps include Mood, Understand, Recall, Detect, Elaborate, and Review.

a. Mood. A pair of students sets a relaxed purposeful mood before beginning their work. They make sure they are clear on the procedure to follow and engage in a little chit-chat.

b. Understand. A reading passage (or section from a text) has been divided into sections. (The teacher can do this or students can use natural breaks in the passage, such as chapter sections). Each student reads the first section silently.

c. Recall. Without looking at the text, one member of the pair acts as a recaller who summarizes the key ideas of the section.

d. Detect. The other partner looks at the text, detects any errors, omissions, or unnecessary information in the summary and discusses these with the recaller. The role of recaller and detector rotate for the next section.

e. Elaborate. Both students elaborate on the ideas in the section. The types of elaborations include the following, 1) connections with other things the students have studied; 2) links between the section and students’ lives; 3) addition of relevant information not included in the section; 4) agreements or disagreements with the views or ideas expressed the section; 5) reactions to the section such as surprise, gladness, or anger; 6) applications of the ideas and information; 7) questions, either about things not understood or questions sparked by the section. Groups repeat the Understand, Recall, Detect, and
Elaborate step for all sections of the text.

f. Review. When the entire text has been completed, the pair combines their thought to summarize the entire text.

B. Procedure of MURDER Strategy

When researcher used this strategy to improve reading ability he must watch the procedure of the strategy. Procedure bring researcher to some aspect about the strategy. Based on Dasilva (2006 : 187-188) he stated that procedure of MURDER strategy is 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 he or she is in an environment 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 stands for “recall” which 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 “digest/detect”, 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 stands for “review” all of the material that the individual actually does understand in order to refresh material in the individual’s mind.

The procedure helps the researcher to arrange the method and use MURDER in teaching reading and improving reading ability. Procedure of MURDER Strategy must do step by step and chronological because there are relationships between each step on MURDER strategy. Each step of the strategy brings a meaning which makes the students to go in the next step. If one step can finish as well, students can go in the next step. But, if the step cannot finish as well, students must stand on the step until they finish the step.

Table 2.1 Procedure of MURDER Strategy

<table>
<thead>
<tr>
<th>MOOD</th>
<th>UNDERSTAND</th>
<th>RECALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>REVIEW</td>
<td>ELABORATE</td>
<td>DETECT</td>
</tr>
</tbody>
</table>

C. Process of Using MURDER Strategy

There are six steps in MURDER strategy and each step has several purposes considered as the advantages of MURDER strategy (Hytecker, Danserau, and Rocklin, 1988: 26-29). Those advantages are as follows:

a. Mood

It helps the students to focus on the task, to become familiar with the material
and the task, and to use the study time efficiently. It also allow the students to study more effectively, because an individual will usually not be able to study effectively if he or she is in an environment that is distracting or just generally irritating.

b. Understand

It helps the students to follow the author’s main train by removing pressure to understand in detail.

c. Recall

This step 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.

d. Detect

It encourages the students to make the summary as accurately as possible by detecting any errors or omissions. It helps the students to improve their ability in summarizing the material.

e. Elaborate

It guides the students to give the information in the summary more memorable.

f. Review

It guides the students to produce the super summary for the entire passage.

According to Yumangratna (2011), the MURDER strategy has its strength, such as the following,
a. Making the students work together to share what they have learned to their friend

b. Research on the MURDER suggests that it increase comprehension and recall. Several elements of the script may account for this:
   1) Working with someone else may help keep students on task.
   2) Talking about the text may help recall and comprehension.
   3) Identifying main ideas may help recall and comprehension.
   4) The detecting step gives an opportunity to correct misunderstandings.
   5) The elaborations may help connection the ideas in the texts with readers’ lives and give them an opportunity to raise questions.
   6) The review step may help put each section into a large overview.
   7) The repetition involved in the various steps may aid recall.

c. This strategy can be used for all the skills (reading, listening, speaking and writing) so all the skills can be taught.

d. Small groups (pairs) can have quality discussion because if the students work in pair they will more focus in study and also each member of the group will pay attention to check his/her friend understanding. Making positive interdependence (sink or swim together) which means that each group member’s efforts are required and indispensable for group success and also each group member has a unique contribution to make to the joint effort because we know everyone have difference skill, ideas so they can contribution what they know to make their group can reach the goal.
Based on the explanation, process of using MURDER strategy on reading ability is step by step. Start from mood which aims to improve student’s anxiety in reading and bring students to improve their happiness on the reading process. Then, the last step is review which aim to identify the material and to check about the students’ understanding about the theory.

This strategy can work with pair or discussion, that is some students make a group that consist maximal 4-5 students, then each group compare the topic or material that related for each students in group, it is first process to improve their mood on reading process. Next, each group read the topic or material until they understand about it, after read the material each student discusses the topic with other friends in group. Third step is when one of the students cannot understand the topic or materials they can recall or read again about the material, it is called recall the topic. Next step is detect, that is step to detect what the meaning of the text and detect about the difficulties to understanding the topic. Elaborate includes in five steps that bring students to make a summary of the topic and to make memorable about the topic that will be explained to other friends. The last step is review, it brings the students to read again about the topic and to remember the topic, also to know how far students understand about the topic and to assess students.
D. Relation between MURDER Strategy and Reading

Based on the reality, reading has some techniques to improve the reading ability or skill. In the recent years, the field of the research on reading has been done. It makes some improvement on reading ability or skill. Another technique that used to improve the reading ability is MURDER strategy on the technique like Think Pair Share (TPS), Students Team Achievement Development (STAD) or Role Playing Model. It is some technique that usually concern to improve reading ability or comprehension.

In this research, the researcher tries to use MURDER strategy to improve reading ability. Reading ability whose have some type like skimming, scanning, intensive or extensive reading will try to related with MURDER strategy to improve reading ability. According to Devine (1974: 02) stated that reading was viewed decoding process; a reconstructing of text meaning from the smallest textual units at the bottom to the largest of the top. So, it can be combine with MURDER strategy which bring method that students must study from the first character that is mood, mood bring students to feel what they read and guide students to next character or step. Then, the last character or step is review which same with the definition is students can understanding about the reading material and can retell about the material.

Furthermore, MURDER strategy as a cooperative model which guide students to improve or develop on their skill, as well as reading skill, speaking skill, listening skill or writing skill. Cooperative model can be loosely
categorized by the skill that each enhance (Barkley, Cross and Major, 2005). From the statement, there are reading skills or ability which researcher wants to enhance. Reading as a third skill on language can be improved with this strategy because it is a step to go in last skill on language, there is writing. Although, MURDER strategy rarely use in formal teaching reading. Moreover, it is very important and effective to improve the students reading ability or skill.

The importance of MURDER strategy is to improve reading ability. This strategy is the base component from students to improve their reading ability. When the students have been interested on the material, it can be easy to make the students understand the material. It is included on the mood step.

There are relationship between reading and MURDER strategy. This strategy can improve the reading ability. Actually, this strategy is applied based on the component on reading. It is improving mood or anxiety of students on reading. This strategy is finished by review the material.

E. Reading Ability

1. Definition of Reading

According to Maida (1969: 10) definition of reading is getting meaning from certain combinations of letters, words, phrases, sentences, paragraphs, chapters, and even whole books perceived by the eye. Other explanation of reading came from Paul Leedy (1956: 3), he stated that reading is know where to look to discover main ideas and supporting details.
Michigan Department of Education (2005: 1) writes that reading is the process of constructing meaning through the dynamic interaction among the readers’ exiting knowledge, the information suggested by the next and the context of the reading situation.

Murdoch (2006: 18) states that reading is a complex behavior that involves conscious and unconscious use of various strategies, including problem-solving strategies to build a model of the meaning which the writer is assumed to have intended and reading is an intrinsic part of the classroom teaching of the content.

Reading is one of the four skills in language, beside listening, speaking, and writing. Based on the four skills in language, reading is in the third skill which supports to measure the language success. In the top have been describe some explanation of reading based on the argument of some people. Reading makes a process for people to know or to understand about text, passage, or paragraph.

In the other statement, reading is a complex activity that involves both perception and taught. Reading consists of two related processes; word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s of spoken language. Comprehension is the process how making of words, sentences and connected text (Kovak, 2011: 07)
2. Definition of Ability

An ability is a trait which is defined by what an individual can do (Thurstone, 1947: 62). Ability can also be understood as the physical or mental power or skill needed to do something. People as a one of god creation absolutely have ability to do or to make something in their life. Robbin (2007: 57) says that ability is individual capability to do some exercise of the work and as an assessment of what people do.

In the other statement, M. Sinaga and Sri Hardiati (2012: 34) defined that ability as something that usually people related on the exercise with effectiveness and success. Ability is a manner for people to grow up and play up their life.

3. Definition of Reading Ability

A reading ability can be described as “a cognitive ability which a person is able to use when interacting with texts” (Urquhart & Weir: 1998). Thus, unlike comprehension, which can be viewed as the product of reading particular text, ability are seen of parts the generalized reading process. So far, many different lies, taxonomies and even hierarchies of ability have been developed.

It might be the case that sub-skills are more readily identifiable in test for beginning, weak readers, but not for more advanced readers. Hughes (1989) describes four levels of reading skills: micro-skills, macro-skills, grammatical and lexical abilities, and low-level operations.
F. Types of Reading Ability

Based on the explanation there are some types or form of reading ability. Reading ability is divided into four parts, they are:

1. Skimming

   Skimming is sometimes referred to as gist reading. Skimming may help in order to know what the text is about at its most basic level. It might typically do this with a magazine or newspaper and would help mentally and quickly shortlist those articles which students might consider for a deeper read. Students might typically skim to search for a name in a telephone directory. Students can reach a speed count of even 700 words per minute if you train their self well in this particular method. Comprehension is of course very low and understanding of overall content very superficial.

2. Scanning

   Picture their self-visiting a historical city, guide book in hand. They would most probably just scan the guide book to see which site their might want to visit. Scanning involves getting their eyes to quickly scuttle across sentence and is used to get just a simple piece of information. Interestingly, research has concluded that reading off a computer screen actually inhibits the pathways to effective scanning and thus, reading of paper is far more conducive to speedy comprehension of texts. Something students sometimes do not give enough importance to is illustrations. These should be included in
your scanning. Special attention to the introduction and the conclusion should also be paid.

3. Intensive Reading

Students need to have their aims clear in mind when undertaking intensive reading. Remember this is going to be far more time consuming than scanning or skimming. If they need to list the chronology of events in a long passage, they will need to read it intensively. This type of reading has indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context. It moreover, helps with retention of information for long periods of time and knowledge resulting from intensive reading persists in your long term memory. This is one reason why reading huge amounts of information just before an exam does not work very well. When students do this, they undertake neither type of reading process effectively, especially neglecting intensive reading. They may remember the answers in an exam but will likely forget everything soon afterwards.

4. Extensive Reading

Extensive reading involves reading for pleasure. Because there is an element of enjoyment in extensive reading it is unlikely that students will undertake extensive reading of a text they do not like. It also requires a fluid decoding and assimilation of the text and content in front of them. If the text is difficult and you stop every few minutes to figure out what is being said or
to look up new words in the dictionary, they are breaking the concentration and diverting their thoughts.

G. Process of Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 1994: 7). It can be concluded that teaching is a process of helping and guiding students to learn and develop their knowledge.

Teaching reading is not only giving a text to the students but also building their consciousness of reading skill. Therefore, teacher should be skillful in motivating learners by selecting material and choosing appropriate technique.

According to Harmer (1998: 70), there are four principles in teaching reading as follow:

a. Reading is not a passive skill

The teacher should motivate the students to be active in reading. The teacher can ask the students to guess what the word mean, see the picture, and understand the arguments. Then work out in order that they do not forget it quickly.

b. The students need to be engaged with what they are reading

The students who are not engaged with the reading text and not
actively interested in what they are doing will not get benefit from it. Hence, the teacher should select an interesting topic.

c. The students should be encouraged to respond to the context of a reading text, not just to the language. In studying reading text, the students not only study the number of paragraph but also the meaning and the message of the text. The teacher must give the students a chance to respond to the message of the text.

d. Prediction is a major factor in reading

When the students read text, they often look at hints, such as the content or book cover, photograph, and headline. These hints are useful for the students to predict what they are going to read. The teacher should give the students “hints” so that they can predict what is coming.

Meanwhile, William (1996: 37-39) says that there are three main phases that need to be followed in teaching reading activity.

1. Pre-reading activities

Pre-reading activities are aimed to introduce and arouse interest in the topic. Giving reason to read and some questions related to learners’ background knowledge, ideas, and opinion would motivate learner’s to read the whole text.

2. While-reading activities

While-reading activities begin with a general or global understanding of the text, and then move to the smaller units such as paragraphs, sentences,
and words. The aims of these activities are:

1) To help understanding of the writer’s purpose.
2) To help understanding of the text structure.
3) To clarify text content.

There are some while-reading activities such as, comprehension questions, lists, and taking a note.

3. Post-Reading activities

Traditionally, the major often only did kind of post-reading activity consisted of questions which followed a text. The aims of post-reading activities are:

1) To consolidate or reflect upon what has been read.
2) To relate the text to the learners’ own knowledge, interests, or views.

H. Reading Assessment

To check the students’ score or result about the topic or material needs a form assessment on reading. Assessment used to know how far the students understand the topic or material and to check student problems about the material.

According to Ardika (2014: 16) assessment is very important to know the ability of students and also to measure their potential study. Other explanation came from Cohen et al (2007: 418) describe that the several purpose of the test they are to diagnose a student’s strengths, weaknesses and difficulties, to measure
achievement, to measure aptitude and potential and to identify readiness for a program. Actually, to assess the students understanding on the topic also needs a test or an exercise.

To make a test or exercise the researcher will make a question which includes explanation about the topic. Because, it also used enable to know about the effectiveness of the teaching program in the method delivery and resources. Westwood (2008: 72) defines that the main function of assessment are to enable a teacher to evaluate the effectiveness of the teaching program and to make any necessary modifications to method of delivery, learning activities or resources.

Then, related with assessment on the reading process Pang et al (2003: 18) describe there are two forms of reading assessment. The first is to find out how well students are reading in order to help them improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension.
I. Rubric of Reading Assessment

According to Stevans and Levi (2005) rubric as a grading tool to grading time, to increase subjectivity and reduce objectivity, to convey timely feedback on the students and to improve the students’ ability which include required elements of an assignment. Therefore, the researcher gives a rubric to measure an improvement on reading ability, the researcher takes a rubric from Association of American College and University (2003) which described as follows:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Enough</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Recognizes possible implications of the text for contexts, perspectives or issues beyond the assigned task within the classroom or beyond the author’s explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author’s message and presentation).</td>
<td>Uses the text, general background knowledge and/or specific knowledge of the author’s context to draw more complex inferences about the author’s message and attitude.</td>
<td>Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author’s message; draws basic inferences about context and purpose of text.</td>
<td>Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.</td>
</tr>
<tr>
<td>Genres</td>
<td>Uses ability to identify texts within and across genres,</td>
<td>Articulates distinctions among genres and their characteristic</td>
<td>Reflects on reading experiences across a variety of genres,</td>
<td>Applies tacit genre knowledge to a variety of classroom</td>
</tr>
<tr>
<td><strong>Relationship to text</strong></td>
<td><strong>Analysis</strong></td>
<td><strong>Interpretation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------</td>
<td>-------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Making meanings with texts in their contexts</strong></td>
<td><strong>Interacting with Texts in Parts and as Wholes</strong></td>
<td><strong>Making Sense with Texts as Blueprints for Meaning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.</td>
<td>Evaluates strategies for relating ideas, text structure or other textual features in order to build knowledge or insight within and across texts and disciplines.</td>
<td>Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.</td>
<td>Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.</td>
<td>Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages texts with the intention and expectation of building topical and world knowledge.</td>
<td>Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole.</td>
<td>Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.</td>
<td>Identifies aspects of a text (e.g., content, structure or relations among ideas) as needed to respond to questions posed in assigned tasks.</td>
<td>Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
J. Indicator of the Students’ Improvement on Reading

In this research, the researcher wants to measure the improvement of the students on reading ability. To measure it, the researcher uses some indicator to measure it. Based on David Miles (2010: 14) an indicator is a quantitative metric that provides information to monitor performance, measure achievement, and determine account-ability. Then, the researcher uses some indicator to measure the improvement on reading ability which described as follows:

1. The students are able understand the definition, function and generic structure of the material.

2. The students are able to identify some hard words that fine on the material or text.
3. The students are able to answer the questions which based on the material or text.

4. The students can identify some information from the material or text, either as intensive or extensive.

5. The students can give their opinions of the material or text.

Five indicators which the researcher described above must students do. If the students can mastery all of the indicator, the students measure the improvement on reading ability.

K. Strategy of Teaching Reading

Based on the describing theories, that is MURDER strategy. The researcher sets the strategy of teaching reading use the theories. MURDER strategy which is a combination from some words that combine to a strategy is very useful to improve the students reading ability. Reading that included on language learning is very need to use a strategy on the learning process.

According to Scarella & Oxfrod (1992) that quote by Rebbeca learning strategies is a specific action, behaviors, steps, or techniques. It is a simple explanation that the strategy of learning is needed and gives a facility to the researcher or teacher to improve the students reading ability.

MURDER strategy has some manner to improve the students reading ability. Start from the mood as first manner to increasing students’ interest on the material or on the reading is very good. Next manner including understand,
recall, detect, elaborate is manners or step mean give an understanding to the material. It also makes some students understanding more about the material or text because on the strategy includes reciprocal teaching. In the last manner is reviewing all of the material which the researcher hopes the students can understand about the material or text.

Based on the strategy, the researcher hopes that the students have improvement in reading ability. The students can also use the strategy on the other language learning, besides teaching reading. In the MURDER strategy, the main focus is to improve the students’ interest on the material, because it is the first step which must be done by the students. Then reading which kinds of language skill is much related with MURDER strategy. Reading activity is to get information from the text and MURDER that focus on the students’ interest can be combined to improve the students reading ability.
CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Research

This research was conducted at one of junior high school in Magelang Regency. This school belongs to a private school because the committee of this school is a foundation, which is Muhammadiyah foundation. The committee built this school on October 5th, 1995. Then the general information of the school described as follows:

Name of school : MTs Muhammadiyah Bumirejo
Address : Jl. Soekarno Hatta 3.5 Km
Village : Bumirejo
Sub district : Mungkid
Regency : Magelang
Post code : 56551
Accreditation : B
Website : mtsmuhbumirejo.blogspot.com
Phone : 085728238282
School statistic number : 20363676
Headmaster : M. Abdurrahman S.Sos.
In August 2016, this school was built to make two floors in each classroom. It aims to increase their quality of the school and increase the number of the students. It can be seen the data of the school that the number of students still less than many school in near area there. The data of the number of the students described as follows:

Table 3.1 List of Students of MTs Muhammadiyah Bumirejo

Academic Year 2016/2017

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1</td>
<td>VII</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>VIII</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>IX</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>39</td>
<td>25</td>
</tr>
</tbody>
</table>

Furthermore, the number of the students is less. This school has some teachers that teach in each lesson. Based on the data the number of the teachers in this school is 13 that described as follows:
### Table 3.2 List of Teacher and Subject of Study

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>NUPTK</th>
<th>Subject of the Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Muh. Qodim, S.Ag.</td>
<td>4662744668200002</td>
<td>Fiqih</td>
</tr>
<tr>
<td>2</td>
<td>Ana Fitriyani K, S.Pd.I.</td>
<td>2261756658300053</td>
<td>English</td>
</tr>
<tr>
<td>3</td>
<td>Erna Lusiyanti, S.Pd.</td>
<td>0135756657300053</td>
<td>Matematika</td>
</tr>
<tr>
<td>4</td>
<td>Umi Ratnaningtias, S.Pd.</td>
<td>3362755657300033</td>
<td>Bahasa Indonesia</td>
</tr>
<tr>
<td>5</td>
<td>Arif robi Ismanto S.HI.</td>
<td></td>
<td>TIK</td>
</tr>
<tr>
<td>6</td>
<td>M. Abdurrahman S.Sos.</td>
<td>7945760660200002</td>
<td>PKn</td>
</tr>
<tr>
<td>7</td>
<td>Achmad, A.Md.</td>
<td></td>
<td>Penjaskes</td>
</tr>
<tr>
<td>8</td>
<td>Remdjo S.Pd.I.</td>
<td></td>
<td>Aqidah Akhlak dan SKI</td>
</tr>
<tr>
<td>9</td>
<td>Didi Murdiyanto SE.</td>
<td></td>
<td>Bahasa Jawa</td>
</tr>
<tr>
<td>10</td>
<td>Nanik Munawaroh</td>
<td>4749747650300042</td>
<td>IPA</td>
</tr>
<tr>
<td>11</td>
<td>M. Nur Khamim</td>
<td></td>
<td>Bahasa Arab</td>
</tr>
<tr>
<td>12</td>
<td>Ani Kustaety S.Pd.</td>
<td></td>
<td>IPS</td>
</tr>
<tr>
<td>13</td>
<td>Munifah Ahmad S.Pd.I.</td>
<td></td>
<td>Seni Budaya</td>
</tr>
</tbody>
</table>

Vision and Mission of MTs Muhammadiyah Bumirejo

a. Vision:

> Terwujudnya generasi yang intelek, santun, beriman, mandiri, takwa dan usaha.

(Realization of the generation to be intellectual, polite, faith, independent, god-fearing, and effort).
b. Mission:

*Melaksanakan pengajaran dan pendidikan yang berkualitas untuk untuk memebentuk siswa yang unggul di bidang agama dan pengetahuan umum.*

(Carry out teaching and education in good quality for the students to form superior students in religious field and general knowledge).

**B. Subject of the Research**

The subject of this research was the students of eight grade of MTs Muhammadiyah Bumirejo in the academic year of 2016/2017. The researcher choses the eighth grade students because the age level of the students supposed to be able to read out an English passage as a means of communication. This subject included seventeen students in class, it was 9 male and 8 female. This class was chosen because it has low ability in the reading. Then, the list name of the students were described as follows:

**Table 3.3 List of the Students**

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Aziz Efendi</td>
</tr>
<tr>
<td>2</td>
<td>Ani Susanti</td>
</tr>
<tr>
<td>3</td>
<td>Anis Mustalifah</td>
</tr>
<tr>
<td>4</td>
<td>Aryun Nugraha</td>
</tr>
<tr>
<td>5</td>
<td>Aris Setiyawan</td>
</tr>
<tr>
<td></td>
<td>Deni Yanto</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>Farah Khusnul Azizah</td>
</tr>
<tr>
<td>8</td>
<td>Izam Fahrizal</td>
</tr>
<tr>
<td>9</td>
<td>Khoirul Ihsan</td>
</tr>
<tr>
<td>10</td>
<td>Maskur Al Najib</td>
</tr>
<tr>
<td>11</td>
<td>M. Irfan Jam'an</td>
</tr>
<tr>
<td>12</td>
<td>Muhammad Sholeh</td>
</tr>
<tr>
<td>13</td>
<td>Nina Ndaru Arlintang</td>
</tr>
<tr>
<td>14</td>
<td>Nofi Istiqomah</td>
</tr>
<tr>
<td>15</td>
<td>Novita Nur Azizah</td>
</tr>
<tr>
<td>16</td>
<td>Yuliana</td>
</tr>
<tr>
<td>17</td>
<td>Zakaria Khuzaimi</td>
</tr>
</tbody>
</table>

C. **Method of the Research**

This research was classroom action research (CAR) that used data observation towards teaching learning process in reading. Action research is trying out an idea in practice with a view to improve or change something, try to have a real effect on the situation (Kemmis in Hopkins, 1993). Classroom action research is research organized by the teacher in the class on the pressing of completing or improvement process and learning practice.

Action research might be defined as the study of a social situation with a view to improve the quality of action within it. It aimed to feed practical judgement in concrete situations, and the validity of the theories or hypotheses.
it generates depends not so much on scientific tests of truth, as on their usefulness in helping people to act more intelligently and skillfully. In action research theories are not validated independently and then applied to practice. They are validated through practice, as quoted by Elliot in Anne Burns (2010).

According to Harmer (2001), action research is the name given to a series of procedures teacher can engage in, either because they wish to improve aspect of their teaching, or because they wish to evaluate the success and/or properness of certain activities and procedures.

According to Arikunto (2006), classroom action research is coming from three words they are: research, action, and class. Research is an activity to find out accuracy some subject using methodology which interest and important for the writer. Action is some activities deliberately done by having several aims. Class is a group of students in the same time, have same lesson from teacher.

Action research is a reflective process that aims to solve a particular teaching-learning problem that has been identified. One of the aims of action research is to improve the teaching practice and in the long run the whole curriculum. In order to do action research it is necessary to carry out a rigorous study in which the problem has to be clearly specified, an action plan has to be described and carried out, and finally an evaluation has to be contemplated in order to show if the decisions taken were the adequate ones, according to Carmen in Anne Burns (2010).
It means that action research came from the problems of the teacher when he or she taught his or her students. Action research helped the teacher to evaluate and get solution of his or her problems in teaching. Therefore, the teacher could improve their ways to teach the students. For example at Mts Muhamadiyah Bumirejo some students could not understand about reading as well, so the researcher tried to solve their problem with a strategy on reading. In purpose to improve the students reading ability and make the students more understand about reading.

In this research, the researcher was a teacher on learning process. Therefore, to make a good result in his research, he needed an observer in the research process. The observer is Heni Noor Sariyati, she is a university student in IAIN Salatiga and she still on ninth semester there. Based on Paizaluddin and Ermalinda (2014: 35), elaborative research is suggested for the teacher who are never or seldom to conduct the research in the class.

D. Time Allocation

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permit application and consultation the schedule of the research with English</td>
<td>September 06th, 2016</td>
<td>09.15-finish</td>
</tr>
</tbody>
</table>
E. Procedure of the Research

The action research has some procedures. According to Arikunto (2010: 140) classroom action research, the researcher did two cycles. There were four procedures in doing this research. Those were planning, action, observation, and reflection. Those procedures of research could be described as follows:

1. Planning

In this step, the researcher established the problem that has connection with the students’ reading ability. In this planning, the researcher did some activities, they were:

   a. Determining target competence and standard competence.
   b. Preparing material/text and making a lesson plan.
   c. Designing learning in cycle I and cycle II.
   d. Determining the steps doing the action.
   e. Calculating student score list, score, and observation sheet.
   f. Preparing pre-test and post-test for each cycle.
   g. The researcher also asked to English teacher in that school about the preparation that would be done by the researcher


Acting or intervention did to solve and repair the problem in the classroom. The step of the acting procedure able to describe as follows:

   a. Giving students a pre-test.

   b. The researcher educated the students by some strategies that students needed in reading using MURDER strategy that is predicting, questioning, clarifying and summarizing.
c. The researcher asked the students to read a text. Then, a discussion leads in a group between the students.

d. The researcher giving post-test.

3. Observation

Observation is the monitoring activities to collect the data in which to know how far the effect using the strategy on target. The observation was done in this step was the observation about the students’ reading process during the teaching learning process. The researcher got how the students’ attitude regarding MURDER strategy, and what problem that came out during the action. The researcher was helped by school English teacher as collaborator and helped by the researcher friend. The researcher and collaborator made field-note collect the data of observation. The researcher used camera to observe the students’ enthusiasm during the learning process. It crossed check the information of observation also. The researcher also made the picture to document teaching-learning process that was used to reflect the action.
Table 3.5 Students’ Observation sheet.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Indicator</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>1</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explanation:

A: Pay attention to the teachers’ explanation

B: Active on Questioning and Text

C: Active on Answering

D: Enthusiasm do Test

4. Reflection

In this step the researcher reflected, evaluated and described the effect of MURDER on the students’ reading comprehension. The researcher read
field-note data, and then made a conclusion of the data. Then the researcher discussed it with the English teacher or collaborator to made a conclusion and a reflection. The researcher also saw the picture data to see the students’ behavior in the class. It is used to conclude what the students’ attitude to the action based on those data. The researcher also made a conclusion of the students’ reflection to see the students’ response to the treatment. In this stage, based on the finding of the data that was made in the observation, the researcher, and the English teacher or a collaborator made a conclusion and an evaluation on how MURDER strategies improves the students’ reading ability. It showed whether the students’ reading comprehension improved after having the treatment, what the weakness of the action, and what that was needed to do more to improve the action. This reflection helped the researcher and the English teacher or collaborator to plan the next planning in the next cycle.

F. Techniques of Collecting the Data

To collect the data of the research, researcher used some instruments of research. It was used to get some information as quantitatively of characteristic and objective of variable. There were some instruments that the researcher used on the research.
a. Observation

According to Arikunto Suharsimi (2006: 222) Observation is an activity which related to the research object by the sense. The researcher observed on the learning-process in MTs Muhammadiyah Bumirejo, especially when reading class. It aimed to find out the condition of the students on the class and to check the students’ difficulty on reading class. It means to the researcher to be focused on the implementation of MURDER strategy to improve the students’ reading ability. When observation, the researcher also brought an observational sheet, it was used to monitor the condition on the learning process and the students’ difficulties of the material.

b. Test

To collect more complete data the researcher did tests, according to Ainken (1996) as quoted by Hadjar (1999:173) Test is sequence of questions or exercises or other instrument to measure skill knowledge, intelligence, ability or aptitude of individual or group. The researcher used pre-test and post-test. Pre-test was given to the students before teaching and learning process. It aimed to measure the students’ reading ability before the MURDER strategy was given. Post-test was given after the students received the method from teaching. Pre- and post-test were aimed to know the differences of the students’ reading ability before and after the teacher used the strategy. Test was used by the
researcher to examine the result of the subjects by using questions or other instruments which measured the students’ result of the lesson that was researched. In this research, the researcher used two cycle. Every cycle contained of pre-test and post-test. Pre-test and post-test in this research are a multiple-choice exercise which have 10 questions and a text in each exercise. The students have some minutes to do carry out the exercise.

c. Documentation

The researcher needed documentation to get data about the teacher, the students, structure of organization, profile of the school, and the location of the school. Documentation was taken while the activity during the process of the research. In this research, researcher uses video and photograph to get a documentation research. The researcher wants that the documentation will help to get more result of the research.

G. Technique of Analyzing Data

The data analysis that gotten by the researcher when in teaching learning process. Based on the other research which takes by Nur Ikhsan (2010) the steps of the data analysis in this research are follows:

a. Analyzing the students’ activities in the classroom.

b. Analyzing the problems
In this case, the students were often asked when doing the instruction.

c. Analyzing the score obtained by the students.

The researcher analyzed the score obtained by students based on the test after getting test with achieving some cycles mentioned. Thus, there are considerably three kinds of raw scores obtained for the present class action study, that is: scores indicating the subjects’ pre-existing reading comprehension, scores showing the subjects’ progress achievement in reading ability and scores showing the subjects’ changing learning behaviors. Then, to analyze the score and test, the researcher has a formulation that described as follow:

1) Mean

\[ M = \frac{\sum X}{N} \]

\( \sum X \) : Sum of students’ score

\( N \) : Total students

2) Deviation standard

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum X}{N}\right)^2} \]

SD : Deviation standard
D : Difference between pre-test and post-test

N : Total students

3) t-test calculation

\[ t_0 = \frac{\left( \sum D \right)}{N \left( \frac{SD_D}{\sqrt{N-1}} \right)} \]

*to* : t-test calculation
CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter focuses on analyzing the data collected which is collected during study. The researcher gives the details of the findings in. It displays the finding of the data collected since in the beginning until the end of the research. The findings consist of the results of the cycle I, cycle II. The two cycles are treatments of the implementation of the MURDER Strategies in improve reading ability.

A. Research Findings

a. Cycle 1

In this research the researcher as the teacher of the class. He was helped his friend as the collaborator, Heni Noor Sariyati in which observed the learning process. In this research the research did two cycles, and each cycle consist of planning, acting, observing, and reflecting.

1. Planning

Before the researcher did the researcher, the researcher prepared some instrument as follows:

a. Prepare the schedule of the research
The schedule of the research helped the researcher to know period doing the research.

a. Lesson plan

The lesson plan prepared as the guidance of the learning process in the classroom. Lesson plan was used by the researcher to control the learning process in the classroom systematically.

b. Preparing the students attendance list and scoring list.

c. Preparing the material

In first cycles the researcher decided to use recount text as the material. To get an appropriate material to the students, the researcher looking for the material in the internet as the teacher suggestion and then the material was consulted to the teacher.

d. Preparing observation sheet and scoring sheet

Observation sheet is used by the collaborator as the instrument to observe the situation of the class during the implementation of MURDER learning process.

e. Pre –test and post test

Pre Test was given to the students before applying of MURDER Strategy applied and Post Test was given to the students after applying Strategy. The test was applied to know whether the reading ability improve or not when the strategies applied.
2. Implementation of the Research (action)

On Monday, 26 September 2016, at 12.30 p.m., the researcher, the observer, and Mrs. Ana as the English teacher entered the VIII class. The students sat on their chair, but some of them still walked around in the class. The situation was so crowded; some of the students are still spoke with their friends. After all of the students were ready, the teacher led the pray. The teacher opened by introducing the researcher and her observer, the teacher told that the she would be changed by the researcher for temporary. Then, the English teacher left the class and the class was handled by the researcher. The researcher became the teacher in the class.

The teacher started the lesson by greeted “Assalamualaikum warrahmatullahi wabarakatuh” to the students and introduces himself, then checks the students’ attendance. After check the students’ attendance, the teacher said that they will learn recount text. But, before began the material of learning process. Teacher gave the students a pre-test; the students did pre-test during 15 minutes. After the students finished did pre-test, teacher began the lesson.

Then, the teacher gave explanation about recount text. The teacher explains about definition, generic structure and an example of recount text. After explained it, the teacher gave an example of recount text to the students...
and asked them to read slowly. After the students read the text, the teacher closed the meeting and will be continue on the Wednesday.

On Wednesday, 28 September 2016 at 08.30 a.m. the teacher began the second meeting with the students. The teacher greeted the students “Good Morning” and the students said “Good Morning”. Before the teacher began the lesson, he prayed together and checked the attendance list. The teacher called name one by one and asked the students to say “present”.

Then, the teacher began the lesson. The teacher reviewed the previous material about recount text. The students listened seriously. After that, the teacher asked the students to mention an example of recount text. A student named Novi mentioned holiday is an example topic of recount text. After the students understand the definition, structure and example of recount text, then the teacher asked students to made groups and discuss about the material.

Before the students began their discussion, the teacher explained MURDER strategy as manner to improve students’ reading ability on recount text. After the students understood the explanation of the teacher about the strategy, then the students applied the strategy to identify the main idea and generic structure of recount text. After the students finished the discussions, the teacher gave post-test for the students to measure the improvements of
students’ reading ability on recount text and the students have 15 minutes to finish the post-test. Finally, the teacher closed the lesson.

3. Observation

In observation process, the result of this cycle was considered from the finding during the action in cycle I was progressing. The observation process took during the treatment of MURDER Strategies on the class. Before doing treatment, the researcher gave a pretest to know the students’ reading competence. There were 10 questions multiple choices and 5 questions essay gives to know the students’ ability in reading. Then, in the treatment the researcher conducts the MURDER Strategies on reading ability. The result of the classroom observations are as follows:

Table 4.1

Result of Students’ Observation Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Students’</th>
<th>Pay attention</th>
<th>Activeness in asking</th>
<th>Activeness in responding</th>
<th>Enthusiasm in doing test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Aziz Efendi</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ani Susanti</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Anis Mustalifah</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Aryun Nugraha</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Aris Setiyawan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Deni Yanto</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Farah Khusnul Azizah</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Izam Fahrizal</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Khoirul Ihsan</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Maskur Al Najib</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>M. Irfan Jam’an</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>Muhammad Sholeh</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>Nina Ndaru Arlintang</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>Nofi Istiqomah</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>Novita Nur Azizah</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>16</td>
<td>Yuliana</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Based on the data, showed that the collaborator saw the students were very embarrassed and confused on the teaching English. Most of the students were silent when the teacher asked them to explain about recount texts. Most of them were afraid or embarrassed to read aloud an example of recount text, they were afraid to make mistakes when they read. When the students did the pre-test, the situation of the class become noisy because the students were confused about the material and the students had low mastery in vocabulary to answer the question. In fact, most of them did not to answer the test. Most of the students were not enthusiastic to do the test. Some students did not pay attention when the teacher explains the material.

4. Reflection

Based on the observation of the cycle I, the researcher had to reflect the weakness that happened in the learning process to maximize the students’ grammar and vocabulary mastery.

1. The researcher needs to ask the students to bring dictionary to help their vocabulary difficulties.

2. The researcher has to motivate the students based on the MURDER Strategies to read a material or text. Furthermore, to measure there is a
significant improvement in reading ability, the writer analyzes by using t-test calculation from the result of pre-test and post-test. Before analyzing t-test, the writer will show the data presentation of pre-test and post-test.

Furthermore, the researcher analyzed the students’ improvement in learning reading by searching the mean of pre-test and post-test and extent of MURDER Strategies by t-test calculation as follow:

a. The result of Pre Test and Post Test cycle I

**Table 4.2**

**Result of Pre-test and Post-test Cycle I**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>D</th>
<th>D2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Aziz Efendi</td>
<td>55</td>
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<td>10</td>
<td>100</td>
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<tr>
<td>2</td>
<td>Ani Susanti</td>
<td>65</td>
<td>85</td>
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<tr>
<td>3</td>
<td>Anis Mustalifah</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>4</td>
<td>Aryun Nugraha</td>
<td>35</td>
<td>55</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>5</td>
<td>Aris Setyawan</td>
<td>45</td>
<td>40</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>Deni Yanto</td>
<td>35</td>
<td>60</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Pre-Test</td>
<td>Post-Test</td>
<td>Improvement</td>
<td>Total</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------</td>
<td>----------</td>
<td>-----------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>7</td>
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<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>Izam Fahrizal</td>
<td>60</td>
<td>55</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>Khoirul Ihsan</td>
<td>35</td>
<td>65</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>10</td>
<td>Maskur Al Najib</td>
<td>35</td>
<td>35</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>M. Irfan Jam’an</td>
<td>35</td>
<td>60</td>
<td>25</td>
<td>625</td>
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<tr>
<td>12</td>
<td>Muhammad Sholeh</td>
<td>35</td>
<td>65</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>13</td>
<td>Nina Ndaru Arlintang</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>Nofi Istiqomah</td>
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<td>75</td>
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<td>Novita Nur Azizah</td>
<td>70</td>
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<td>-5</td>
<td>25</td>
</tr>
<tr>
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<td>Yuliana</td>
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<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
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<td>35</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>845</td>
<td>1075</td>
<td>230</td>
<td>5800</td>
</tr>
</tbody>
</table>

b. Mean of pre-test

\[ M = \frac{\sum x}{N} \]

\[ M = \frac{845}{17} \]
From the quantitative data above, the researcher could describe the result of analyzing data as follows:

- Mean of Pre-Test = 49, 70
- Mean of Post-Test = 63, 25
- Mean of pretest < than mean of posttest

There was an improvement of reading ability through MURDER Strategy between pre-test in cycle I (before the action) and the post-test in cycle I (after the action). Standard minimum score for English is 70. On the pre-test cycle I just 17% who able to pass the standard minimum score. There were 3 students which passes the standard minimum score and the others do not. After get the MURDER Strategies the students score improves in post-test. There are 35% of 17 students can passes the standard minimum score. Some students just closed with standard minimum score, they just got 60 or
65 score from the test. Furthermore, there are improvement of reading ability by using MURDER Strategy although could not get passing grade score.

d. Calculating of Standard Deviation

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2}
\]

\[
SD = \sqrt{\frac{5800}{17} - \left( \frac{230}{17} \right)^2}
\]

\[
SD = \sqrt{341,18 - (13,52)^2}
\]

\[
SD = \sqrt{341,18 - 182,70}
\]

\[
SD = \sqrt{158,48}
\]

\[
SD = 12,58
\]

e. T-test calculation

\[
To = \frac{\left( \frac{\sum D}{N} \right) - \mu}{SD / \sqrt{N-1}}
\]

\[
To = \frac{\left( \frac{230}{17} \right)}{12,48 / \sqrt{17-1}}
\]

\[
To = \frac{13.52}{12.48}
\]

\[
To= \frac{13.52}{3.12}
\]

To= 4.3

T calculation is 4.3
T-table < t-calculation = 2,12 < 4,3

The calculation result of t-test = 4,3 and t-table with DF= N-1, DF=16, level of signification 5% in t-table = 2,12. The result of t-test is 4,3 > 2,12. So, t-test calculating is greater than t-table.

Based on the result, it means that there is a significant difference between pre-test and post-test.

The improvement is also can be calculated in percentage by calculating students’ pre-test and post-test score. The calculation can be shown below:

\[ P = \frac{M_2-M_1}{M_1+M_2} \times 100\% \]

\[ P = \frac{63.25 - 49.70}{49.70 + 63.25} \times 100\% \]

\[ P = \frac{13.55}{112.95} \times 100\% \]

\[ P = 11.996\% \]

From the calculation above, there is 11.96% improvement of the students reading ability after used MURDER Strategy. The data came from the calculation of pre-test and post-test cycle I. Although, there are many improvements of students reading ability the researcher must take cycle II because the mean of students score are still on the down passing grade of students score.
b. Cycle II

This cycle was considered as the follow up of the cycle I. The researcher began some steps after doing an observation and reflection during the cycle I. The following were the steps which have been redesigned based on the result of reflection, those are:

1. Planning

Before the researcher did the researcher, the researcher prepared some instruments as follows:

a. Prepare the schedule of the research

The schedule of the research helped the researcher to know period doing the research.

b. Lesson plan

The lesson plan was prepared as the guidance of the learning process in the classroom. Lesson plan also use by the researcher to control the learning process in the classroom systematically.

c. Preparing the students attendance list and scoring list.

d. Preparing the material

In first cycles, the researcher decided to use recount text as the material. To get an appropriate material to the students, the researcher
looked for the material in the internet as the teacher suggestion and then the material consulted to the teacher.

e. Preparing observation sheet and scoring sheet

Observation sheet was used by the collaborator as the instrument to observe the situation of the class during the implementation of MURDER learning process.

f. Preparing teaching aid (hand out)

g. Pre-test and post test

Pre Test was given to the students before applying of MURDER Strategy and Post Test was given to the students after applying the Strategy. The test was applied to know whether the reading ability improve or not when the strategies applied.

2. Action

The first meeting in cycle II was conducted on Monday, October 03th 2016. The steps were still the same with the cycle I. The teacher continued the lesson with the same material but different theme.

The teacher greeted the students "Assalamualaikum warrahmatullahi wabarakatuh and said good afternoon students?" and the students said "Wassalamualaikum warrahmatullahi wabarakatuh and good afternoon". Before the teacher began the learning, he asked the leader to start pray together. Then he checked their attendance list.
After the teacher called their name one by one and asked the student to say “present”. Then, before the teacher explained about the topic and continued the material, the teacher gave pre-test to the class for about 10 to 15 minutes. When the students were doing the test, the teacher walked around the class to check the students’ test. After the students have finished the pre-test, the teacher collected the students’ test and began to teach.

Before began the lesson, the teacher asked the students that sit down in the corner to read previous example of recount text. The teacher asked the students, “Did you remember the generic structure of recount text?” “yes sir, orientation, events, and closing”, some students answered. Then, the teacher gave material and explanation about the language features of recount text clearly. Then, The teacher closed the lesson and will be continue on Wednesday.

At Wednesday, October 05th 2016. The teacher began the lesson by greeted “Assalamualaikum warrahmatullahi wabaratakutuh and said good morning students?”, and the students said “Wassalamualaikum warrahmatullahi wabaratakutuh and good morning”. Then, the teacher check the students attendance list.

After that, the teacher began the lesson by asked the students to pair. Then, the teacher gave an example of recount text and asked the students to identify the main idea and language features of the text. The teacher asked the students to used MURDER strategy when they identify the main idea and
language feature of the text. The teacher gave 30 minutes for the students to finish.

After the students finished, the teacher and the students as together evaluate the result. Then, the teacher gave post-test for the students. The teacher gave 15 minutes for the students to do the post-test. Finally, the teacher closed the lesson and finished cycle II.

3. Observation

In cycle II, the observation also happens during the action of strategies is implemented. The observer is the collaborator of this research. In cycle II, after doing the pre-test, the teacher explains about the material. The teaching learning process in cycle II is more active than before. They are more understood about what recount text is. The students more enthusiasm to doing the test and pay attention to the teachers’ explanation. They can predict the next sequence of the story even they didn’t know the story before. They are also more active and confident in conveying their arguments of questioning and answering process. Before the researcher analyzes the students’ improvement in reading ability by calculating the result of pretest and post-test, there is a table in which show the students behavior during the classroom reading process.
### Table 4.3

**Result of Students’ Observation Sheet Cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Students’</th>
<th>Pay attention</th>
<th>Activeness in asking</th>
<th>Activeness in responding</th>
<th>Enthusiasm in doing test</th>
</tr>
</thead>
<tbody>
<tr>
<td>.1</td>
<td>Ahmad Aziz Efendi</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>Ani Susanti</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>Anis Mustalifah</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>Aryun Nugraha</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Aris Setiyawan</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>Deni Yanto</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>7</td>
<td>Farah Khusnul Azizah</td>
<td>√</td>
<td></td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>8</td>
<td>Izam Fahrizal</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>9</td>
<td>Khoirul Ihsan</td>
<td>√</td>
<td></td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>10</td>
<td>Maskur Al Najib</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From the table above, the data shows that the students’ attention toward the teachers’ explanation about the material is increased than cycle I, all students focus to the material that explained. The data also shows there is improvement of students’ activeness in questioning and answering section, the students more confident to convey their argument about the text. The table also shows the improving of enthusiasm of students in doing the test, the students more enthusiasm to doing both pre-test and post-test.

4. Reflection

After analyzing the result of cycle II, the researcher and his collaborator conclude that using MURDER Strategy can improve students’ reading ability.
It could be seen by the students’ reading improvement in the students’ score.
The students more easy to understand the material, so that most of them did the test well. The students are also very active in question and answering section. They also confident to share about their argument in predicting the sequence of the story, the students’ vocabularies also are enriched. The students are very enthusiasm doing the test, so the result of pre-test and post-test in this cycle are higher than the cycle I.

a. Table result score of cycle II

Table 4.4

The following table is the final result score of the students in cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>D</th>
<th>D2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Aziz Efendi</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Ani Susanti</td>
<td>80</td>
<td>100</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>3</td>
<td>Anis Mustalifah</td>
<td>80</td>
<td>100</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>4</td>
<td>Aryun Nugraha</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Aris Setyawan</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Deni Yanto</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Pre</td>
<td>Mid</td>
<td>End</td>
<td>Total</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>7</td>
<td>Farah Khusnul Azizah</td>
<td>80</td>
<td>95</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>8</td>
<td>Izam Fahrizal</td>
<td>45</td>
<td>60</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>9</td>
<td>Khoirul Ihsan</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>Maskur Al Najib</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>M. Irfan Jam’an</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>12</td>
<td>Muhammad Sholeh</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>13</td>
<td>Nina Ndaru Arlintang</td>
<td>80</td>
<td>100</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>14</td>
<td>Nofi Istiqomah</td>
<td>80</td>
<td>95</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>15</td>
<td>Novita Nur Azizah</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>16</td>
<td>Yuliana</td>
<td>75</td>
<td>90</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>17</td>
<td>Zakaria Khuzaimi</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1155</td>
<td>1390</td>
<td>230</td>
<td>3500</td>
</tr>
</tbody>
</table>

b. Mean pre test

\[
M = \frac{\sum x}{N}
\]

\[
M = \frac{1155}{17}
\]
c. Mean post test

\[ M = \frac{\sum x}{N} \]

\[ M = \frac{1390}{17} \]

\[ M = 81.76 \]

From the statistically quantitative data above the researcher can describe the result analyzing data as follows:

- Mean of Pre-Test = 67.84
- Mean of Post Test = 81.76
- Mean of pretest < than mean of posttest

There was an improvement of reading abilities through MURDER Strategy between pre-test in cycle II (before the action) and the post-test in cycle I (after the action). The standard minimum score for English lesson is on 70. There were 58% of 17 students pass the pre-test. The improvement also shows in post-test, there were 82 % passes the post-test, and just two students still has score less than standard minimum score.

d. Calculating of Standard Deviation

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]
SD = \sqrt{\frac{3800}{17} - \left(\frac{230}{17}\right)^2}
SD = \sqrt{223,52 - (13,52)^2}
SD = \sqrt{223,52 - 182,70}
SD = \sqrt{40,82}
SD = 6,38

e. T-test calculation

\[ T_0 = \frac{\bar{X} - \mu}{\frac{SD}{\sqrt{N}} - 1} \]
\[ T_0 = \frac{280}{6,38} \]
\[ T_0 = \frac{13,52}{6,38} \]
\[ T_0 = \frac{13,52}{4} \]
\[ T_0 = \frac{13,52}{1.60} \]
\[ T_0 = 8,45 \]

T calculation is 8,45

T-table < t-calculation = 2,12 < 8,45

The result score above shows that the students’ score improve from the Pre Test and Post Test. There is an improvement in students’ score; it can be seen from the T-calculation is 8,45 and the average of post-test, which is higher than the average of pretest. The calculation result of t-test = 8,45 and
t-table with DF= N-1, DF=16, level of signification 5% in t-table = 2,12. The result of t-test is 8,45 > 2,12. So, t-test calculating is greater than t-table.

The improvement is can be calculated in percentage by calculating students’ pre-test and post-test score. The calculation can be show below:

\[
P = \frac{M_2 - M_1}{M_1 + M_2} \times 100\%
\]

\[
P = \frac{81.76 - 67.84}{67.84 + 81.76} \times 100\%
\]

\[
P = \frac{13.92}{149.6} \times 100\%
\]

\[
P = 9.30\%
\]

Based on the data above, the calculation of improvement reading ability in cycle II on percent is 9,30%. It comes from the average of pre-test and post-test on in cycle II. Although, the percentage more little than cycle I but many of the students get a good result and pass the passing grade score. The calculation which shows the class percentage of students who pass the KKM (the minimum of passing criteria) on cycle II is:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{14}{17} \times 100\%
\]

\[
P = 82.35\%
\]

It means that 82,35% students pass the academic standards score. There are 14 students who pass the academic standards score. Meanwhile, 3
students did not pass the KKM. It concludes that the improvement of students’ reading ability by used MURDER Strategy is good enough.

B. Discussion

From the result of analyzes in cycle I and cycle II. Here was significant improvement on the students’ reading ability. It was be explained in the table below:

Table 4.5

The Mean and T-calculation of Students’ Score Cycle I and Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td>49,70</td>
<td>67,94</td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>63,25</td>
<td>81,76</td>
</tr>
<tr>
<td>2</td>
<td>t-table N=17</td>
<td>2, 12</td>
<td>2, 12</td>
</tr>
<tr>
<td>3</td>
<td>t-calculation</td>
<td>4,3</td>
<td>8,45</td>
</tr>
<tr>
<td>4</td>
<td>t-test &gt; t-table</td>
<td>4,3 &gt; 2,12</td>
<td>8,45 &gt; 2,12</td>
</tr>
</tbody>
</table>

The mean and t-calculation of the students’ score of cycle I and cycle II also can be seen on the chart which show improvement on the result of the students’ reading ability by using MURDER Strategy. The chart is:
The chart was showed that the data from the cycle I to cycle II always had improvement on the all object. Mean of pretest of cycle I is 49,70 and cycle II is 67,94. Mean posttest cycle I is 63,25 and cycle II is 81,96. Other improvement also can be seen on the t-calculation that on the cycle I is 4,3 and there are improvement on the cycle II up to 8,45.

Based on the field note and observational checklist conducted when the learning activity, the researcher analyzed that there were many improvement in the students reading ability. The implementation and the procedure of MURDER Strategy are very useful to improve the students’ reading ability.

Based on the result among T-test of cycle I and cycle II, the implementation of MURDER strategy to improve students’ reading ability is successful especially in recount text. It can be seen from the table or chart above, that shows T-test of cycle I is 4,3 and cycle II is 8,45.
The improvements of MURDER strategy are significant and influential with the students in the MTs Muhammadiyah Bumirejo. According to Geta Ariani (2012) on her research which entitled “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 in the Academic Year of 2011/2012” the strategy are very easy to improve the students reading ability especially on the comprehension or understanding of the text.

Other research that shown if the MURDER strategy are very useful and have improvements on the students is came from I Wayan Ardika (2014). He stated on the research, that the findings of the present study were in line with the existing research findings that revealed the improvement of the subject under the study in mastering English reading comprehension is through MURDER strategy. From his statement, relation between MURDER and reading are very good to improve reading ability or comprehension.

On the reading ability aspect, the improvement is on the extensive reading side by using MURDER strategy. It look that the students easier to reveal their mind after read a text used MURDER strategy. Research from Fashao Meng (2009) which published by CCSE Journal reveal that the extensive reading could be improved if used a strategy to improve it.

The implementation of using MURDER strategy could be improved the students reading ability in learning recount text. The improvement can be
examined from the results of the students answers tests in the pre-test and post-test. Before the strategy was implemented, the students encountered many difficulties in their reading ability and have difficulties on express their ideas. They could not identify the generic structure of the text correctly and confused to determine the language feature of the text.

Learning process through MURDER strategy is a strategy learning that simple to be applied for the teacher in the classroom, especially for teaching reading. So, they were not bored in learning English. Although the teacher was creative in teaching learning process and the students could not a motivation they not got a satisfy achievement in their study. In addition, the teacher should give more support to build students’ confidence in learning English.

Therefore, the researcher thought that the research problem stated as following; how far is the students’ reading ability of the eight grade students in reading of the first year students in MTs Muhammadiyah Bumirejo in the academic year 2016/2017, does murder strategy improve the student’s achievement on reading ability of the first year students in MTs Muhammadiyah Bumirejo in the academic year 2016/2017, and to what extent is the improvement using murder strategy to improve the students’ reading ability was solved with this research.
CHAPTER V
CLOSURE

The discussion of the present classroom action research which dealt with teaching reading ability through MURDER strategy on the eighth grade students of MTs Muhammadiyah Bumirejo Mertoyudan in academic year 2016/2017 could finally be concluded in this chapter. The findings of the research could really provide some advantageous for the English teachers and eight grade students of MTs Muhammadiyah Bumirejo Mertoyudan were also recommended in this chapter.

A. Conclusion

The title of this research is “The Implementation of Mood, Understand, Recall, Detect, Elaborate, and Review (MURDER) Strategy to Improve Reading Ability (A Classroom Action Research for the Eight Grade Students of MTs Muhammadiyah Bumirejo in the academic year of 2016/2017)”. The findings of the research of the students’ reading ability through MURDER strategy especially in recount text in MTs Muhammadiyah Bumirejo are as follows:

1. The students’ reading ability of eight grade students in MTs Muhammadiyah Bumirejo is low before MURDER strategy was applied on the English learning process. It measure on the mean pre-test in cycle I which just 49,70.
Half of eight grade students on MTs Muhammadiyah Bumirejo could not understand their reading ability.

2. The implementation of MURDER (Mood, Understand, Recall, Detect, Elaborate, and Review) to improve students’ reading ability in MTs Muhammadiyah Bumirejo was successful. It is relevant with the data of the mean score of post-test on each cycle which always higher than pre-test. On the cycle I, the mean of pre-test is 49,70 and the mean of post-test is 63,25. Next, on the cycle II mean of pre-test is 67,94 and mean of post-test is 81,76. It has shown that there is always significant improvement of the students reading ability through MURDER strategy.

3. The improvements through MURDER strategy can be proved by the reading result in teaching learning process. It can be proved by the score of pre-test and post-test. The increasing percentage students who pass in reading test from cycle I and cycle II. At the cycle I the mean of post test (63,25 ) is higher than pre test (49,70). The T-calculation shows that the t-table is 2,12 while the T-calculation is 4,3. In the cycle II, the mean of post test (81,76) also higher than pre test (67,94). The result of the T-calculation is bigger than T-table that is 8,45 from T- table 2,12. It means that there is significant different between pre test and post test. This indicates that MURDER strategy can improve the students’ reading ability in recount text of eight grade students’ of MTs Muhammadiyah Bumirejo in the academic year 2016/2017.
A. Suggestions

Based on the result of the study and conclusion that regarding to improve reading ability through MURDER strategy, the researcher would like to suggest as follows:

1. For the English Teacher
   a. Reading mostly known as difficult subject. English teacher should be able to develop their strategy to teach the students in order to make them interest in learning the subject. The use of MURDER strategy in teaching and learning process can attract students’ interest and enjoy in teaching and learning process, especially for the students mood on reading text.
   b. The use of MURDER strategy will influence the students’ attention to learn. They will pay more attention to the fact that students are encouraged to improve the teaching learning process.

2. For the Students’
   a. The students have to give more attention, keep their attitudes when the teacher explained the lesson and teach them. In addition, students have to study English harder to reduce their difficulties of English learning.
   b. To improve reading ability, students have to develop their knowledge and do many exercises in order to get a better achievement in reading aspect.

3. For the Other Researcher

   It has been known that learning English through MURDER strategy can improve student reading ability performance, so that the other researchers or
the readers could use the MURDER strategy when they are want to develop their reading ability. They should read this research clearly, so they can understand how to practice MURDER strategy to improve their reading ability especially in reading recount text.

Finally, the result of this research can be used as reference for other researchers dealing with the methodology in language teaching.
REFERENCES


CURRICULUM VITAE

I. Personal Details

Name : Akhmad Adri Muzaka
Address : Krombangan rt.01/rw.08 Donorojo Mertoyudan Kab. Magelang
Phone Number : 085643412943
Place & Date of Birth : Magelang, June 30th 1993
Gender : Male
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Email : adrimuzakka27@gmail.com

II. Education Details

1. 1999 – 2005 MI Maarif Donorojo
2. 2005 – 2008 Junior High School / SMPN 03 Mertoyudan
3. 2008 – 2011 Vocational High School / SMK Ma’arif Kota Mungkid
4. 2012 - IAIN Salatiga at English Departement S1 (process)
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE 1

Madrasah : Mts Muhammadiyah Bumirejo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/I
Jenis Teks : Fungsional text (Recount Text)
Aspek/Skill : Membaca
Alokasi Waktu : 2x40 menit (2 Pertemuan)

A. Standar Kompetensi
   5. Memahami makna teks fungsional dan esai pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar
   Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan inonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. Tujuan Pembelajaran
   1. Membaca dengan nyaring dan bermakna teks fungsional pendek
   2. Mengidentifikasi berbagai informasi dalam teks fungsional pendek
   3. Memahami makna teks fungsional pendek

Karakter siswa yang diharapkan :
Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (Respect)
Tekun (Dilligence)
D. Materi Pembelajaran

Recount text

a. Social function

Retell events for the purpose of informing or entertaining. The specific purpose is to tell about someone’s experience or someone’s past events.

b. Generic structure

<table>
<thead>
<tr>
<th>Text elements</th>
<th>Contains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Information about an event and it is setting. It provides details who when, where, what, or why</td>
</tr>
<tr>
<td>Events</td>
<td>A sequence of events which happened in a chronological order.</td>
</tr>
<tr>
<td>Closing (Reorientation)</td>
<td>Conclusion/Summary of events</td>
</tr>
</tbody>
</table>

c. Example of Recount Text

**My Vacation with My Beloved Persons**

One day, my sister named Putri said to me that she really wanted to go to the beach. So I promised her that the next week we would go to Mutun beach in Lampung.

The next week, we prepared everything needed in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask our brother, Bayu, to join us. He agreed to join and we went there together with our parents. We went there by car. It took 3 hours to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, three of us created a very big sand castle, while my parents were enjoying the beautiful scenery there. After that, we decided to go home because it was getting dark.
On the way home, we still felt hungry. So we stopped at a restaurant to have dinner. I ordered Sruit a Lampung traditional food. While my brother, my sister, and my parents ordered fried rice. After finished eating, we paid our bills. Then, we go home. We arrived at home at 9 o’clock. We were tired but we were absolutely happy.

E. Metode Pembelajaran

Metode : Cooperative learning
Teknik  : MURDER (Mood, Understand, Recall, Detect, Elaborate, and Review)

F. Kegiatan Pembelajaran

1. Kegiatan Awal (15 menit)
   - Guru mempersiapkan kondisi siswa, mempersiapkan buku dan media pembelajaran
   - Guru memberi salam
   - Guru mengecek kehadiran siswa
   - Guru menyampaikan tujuan pembelajaran (MOOD)

2. Kegiatan Inti (50 menit)
   a. Eksplorasi
      - Guru memberikan sebuah pre-test terhadap siswa
      - Guru menanyakan pada siswa tentang hal yang berkaitan dengan materi pembelajaran
      - Menjelaskan secara umum MURDER teknik
   b. Elaborasi
      - Guru menjelaskan materi pembelajaran (pengertian, informasi utama dan generic structure recount text). (UNDERSTAND)
      - Guru memberikan contoh recount text pada siswa.
      - Guru memberikan pengarahan kepada siswa untuk lebih memahami recount text. (RECALL)
      - Guru meminta siswa untuk mengidentifikasi social function dan generic structure dari recount text. (DETECT)
- Guru meminta siswa membacakan hasil yang didapat satu persatu. (ELABORATE)

c. Konfirmasi
- Guru menguaraikan kembali materi pemebelajaran recount text berdasarkan contoh recount text. (REVIEW)
- Guru memberikan apresiasi terhadap pencapaian siswa.
- Guru memberikan sebuah post-test pada siswa

3. Kegiatan penutup (15 menit)
- Guru menyimpulkan materi pembelajaran
- Guru memberikan motivasi untuk siswa
- Guru menutup pembelajaran

G. Media Pembelajaran
1. Dictionary
2. Teks tertulis

H. Penilaian

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Teknik penilaian</th>
<th>Bentuk</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Menemukan informasi umum dan khusus dari recount tex</td>
<td>Tes tertulis</td>
<td>Menjawab pertanyaan</td>
<td>Memilih jawaban yang benar antara jawaban a, b, c, dan d</td>
</tr>
<tr>
<td>2. Dapat memahami makna textual dan arti dari recount text</td>
<td>Tes tertulis</td>
<td>Menjawab pertanyaan</td>
<td>Memilih jawaban yang benar antara jawaban a, b, c, dan d</td>
</tr>
</tbody>
</table>

Panduan Penilaian
Untuk pilihan ganda nilai 1 di setiap jawaban
Nilai maksimal:

1. Pilihan ganda: 10
   Total = 10

2. Penilaian = \textit{Jawaban benar} \times 100
   Nilai maksimal

Magelang, 26 September 2016
Peneliti

Akhmad Adri Muzaka
Nim.113 12 139
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE II

Madrasah : Mts Muhammadiyah Bumirejo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/I
Jenis Teks : Fungsional text (Recount Text)
Aspek/Skill : Membaca
Alokasi Waktu : 2x40 menit

A. Standar Kompetensi
5. Memahami makna teks fungsional dan esai pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar
Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan inonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. Tujuan Pembelajaran
1. Membaca dengan nyaring dan bermakna teks fungsional pendek
2. Mengidentifikasi berbagai informasi dalam teks fungsional pendek
3. Memahami makna teks fungsional pendek

Karakter siswa yang diharapkan :
Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (Respect)
D. Materi Pemelajaran

Recount text

1. Social function
Retell events for the purpose of informing or entertaining. The specific purpose is to tell about someone’s experience or someone’s past events.

2. Generic structure

<table>
<thead>
<tr>
<th>Text elements</th>
<th>Contains</th>
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3. Kind of recount text
a. Factual recount
   Including an event that really happened, like a research report or police report
b. Personal recount
   Including a private event, like hobby or holiday
c. Imaginative
   A story that make from an incident or event then will explain on the text.

4. Example of Recount Text

   R.A. Kartini

   Every april 21 people in indonesia commemorate the kartini day. It is beautiful day for the woman because we celebrate the birth of great lady R.A. Kartini. Everyone knows who kartini is. she is our national heroine and a great lady with the bright idea.
Kartini was born in 1879 April 21 in Mayong Jepara. Her father was Rama Sosroningrat Wedana (assistant of head of regency) in Mayong. Her mother, Ma Ngasirah was a girl from Teluk Awur village in Jepara as the daughter of a noble family, she felt luck because she got more than the ordinary people got. She got better education than other children in November 12 1903 she married adipati djoyodiningrat, the head of Rembang regency. According to javanese tradition Kartini had to follow her husband. then she moved to Rembang.

In September 13 1904 she gave a birth to her son. His name was Singgih. but after giving birth to a son, her condition was getting worse and she finally passed away on September 17 1904 on her 25 years old.

Now kartini has gone. but her spirit and dream will always be in our heart. nowadays indonesian women progress is influenced by kartini’s spirit stated on collection of letter habis gelap terbitlah terang from the dusk to the dawn.

E. Metode Pembelajaran

Metode : Cooperative learning
Teknik : MURDER (Mood, Understand, Recall, Detect, Elaborate, and Review)

F. Kegiatan Pembelajaran

1. Kegiatan Awal (15 menit)
   - Guru mempersiapakan kondisi siswa, mempersiapkan buku dan media pembelajaran
   - Guru memberi salam
   - Guru mengecek kehadiran siswa
   - Guru menyampaikan tujuan pembelajaran

2. Kegiatan Inti (50 menit)
   a. Eksplorasi
      - Guru memberikan sebuah pre-test terhadap siswa
• Guru mengulang kembali topic pembelajaran pada pertemuan sebelumnya. (MOOD)
• Guru menjelaskan macam-macam bentuk recount text. (UNDERSTAND)

b. Elaborasi
• Guru membagi siswa menjadi beberapa kelompok diskusi (RECALL)
• Guru meminta siswa untuk berdiskusi dan membaca text untuk mencari informasi utama dan generic structure text. (DETECT)
• Guru meminta siswa mempresentasikan hasil diskusi dan kelompok lain mengecek kesalahannya. (ELABORATE)

c. Konfirmasi
• Guru menguraikan jawaban tiap kelompok.
• Guru meminta siswa untuk membaca/review kembali text. (REVIEW)
• Guru membeberikan sebuah post-test untuk siswa
• Guru memberikan apresiasi terhadap pencapaian siswa.

3. Kegiatan penutup (15 menit)
• Guru menyimpulkan materi pembelajaran
• Guru memberikan motivasi untuk siswa
• Guru menutup pembelajaran

G. Media Pembelajaran

1. Dictionary
2. Teks tertulis

H. Penilaian

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Teknik penilaian</th>
<th>Bentuk</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menemukan informasi umum dan khusus dari</td>
<td>Tes tertulis</td>
<td>Menjawab pertanyaan</td>
<td>Memilih jawaban yang benar antara</td>
</tr>
<tr>
<td>recount text</td>
<td>jawaban a, b, c, dan d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dapat memahami makna textual dan arti dari recount text</td>
<td>Memilih jawaban yang benar antara jawaban a, b, c, dan d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tes tertulis</td>
<td>Menjawab pertanyaan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Panduan Penilaian

Untuk pilihan ganda nilai 1 di setiap jawaban

Nilai maksimal:

1. Pilihan ganda: 10
   Total = 10
2. Penilaian = Jawaban benar x 100
   Nilai maksimal

Magelang, 03 Oktober 2016
Peneliti

Akhmad Adi Muzaka
Nim.113 12 139
Recount text

a. Definition of recount text
One of kind of text that contains a past event or past experience then tell on a text.

b. Social function
Retell events for the purpose of informing or entertaining. The specific purpose is to tell about someone’s experience or someone’s past events.

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d. Example of Recount Text

My Vacation with My Beloved Persons

One day, my sister named Putri said to me that she really wanted to go to the beach. So I promised her that the next week we would go to Mutun beach in Lampung.

The next week, we prepared everything needed in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask our brother, Bayu, to join us. He agreed to join and we went there together with our parents. We went there by car. It took 3 hours to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, three of us created a very big sand castle, while my parents were enjoying the beautiful scenery there. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So we stopped at a restaurant to have dinner. I ordered Sruit a Lampung traditional food.
While my brother, my sister, and my parents ordered fried rice. After finished eating, we paid our bills. Then, we go home. We arrived at home at 9 o’clock. We were tired but we were absolutely happy.

Discuss with your own group then search the general information from the text!
Recount text

a. Definition of recount text
   One of kind of text that contains a past event or past experience then tell on a text.

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d. Kind of recount text
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Discuss with your own group then search the general information from the text!
Pre-Test 1

Name : ..................................
No. absen : ..................................
Kelas : ..................................

Please answer the question, then choose the answer a, b, c, or d ( kemudian pilih jawaban a, b, c, atau d )

Camping with Family

The weather was very clear. My family and I decided to go camping last holiday. Father prepared the tent and other equipment. Mother prepared the cooking and eating utensils. I took my fishing rod and my brother brought his sport equipment.

When everything was ready, we left for the camping site in countryside. There were many campers when we arrived at the camping site. Unfortunately, the good location near the river had been occupied by other campers so we had to look for another place. Finally, we found a good place little bit further. It was near a big tree.

After setting up the tent, my father and I went fishing. We joined other people sitting on the rock near the river. In the evening, father made a fire. Mother cooked the fish we caught. I could say that it was the best fish I had ever tasted. Sleeping in the tent was a very wonderful experience. I woke up early in the morning. I felt fresh. Then I accompanied my brother playing ball. In the afternoon, we went back home.

1. Where did the writer and his family set up their tent?
   A. Near the river.
   B. Near the big tree.
   C. At the back of the river.
   D. Far away from other campers.

2. What is the purpose of the text above?
   A. To describe a camping site.
   B. To give instruction how to set up the tent.
   C. To retell the writer’s past camping experience.
   D. To inform people the new camping site.
3. What is the writer and his father’s hobby?
   A. Camping.
   B. Cooking.
   C. Fishing.
   D. Playing ball.

4. Who is going to the camping?
   A. The writer family’s
   B. Father
   C. Mother
   D. People

5. “…the river had been occupied by…” The underlined word is similar in meaning to…
   A. inhabited
   B. authorized
   C. bought
   D. grabbed

My trip to Borobudur Temple

Last week, I spent my vacation in Magelang, the city is famous in Indonesia. I went to the temple of Borobudur. My family and I went there in the morning we went to Borobudur temple by private car family. I had prepared everything before we went to Magelang. While we were driving, we get to see some beautiful scenery mountains, forests, and waterfalls as well as cars pass by.

My family and I arrived at the Borobudur Temple at 4:30 pm. There, I saw a lot of tourists. Borobudur temple is crowded on a holiday vacation. I can learn and practice speaking English with a foreign tourist different language to me.

Dovi his name. He is very friendly. This is the first time I spoke English with foreign tourists. We returned at 22:30 at night. It was a very interesting holiday for me and my family was happy.

6. When the writer go to Borobudur temple?
   A. Monday
   B. Last week
   C. Last month
   D. Today
7. How the writer go to Borobudur temple?
   A. With public transportation
   B. Walking
   C. With private car family
   D. With train

8. At the Borobudur temple, the writer meets with?
   A. Tourist
   B. Friend
   C. Brother
   D. Neighbor

9. When the writer and family arrived in Borobudur temple?
   A. 4.00 pm.
   B. 3.30 pm.
   C. 5.30 pm.
   D. 4.30 pm.

10. “Dovi his name, he is friendly” Dovi refers to…
    A. Father
    B. Brother
    C. Tourist
    D. The writer

ESSAY
Please answer the questions based on the text above!

1. What is the writer and his family prepared for go to the camping?
   ……………………………………………………………………………………………

2. Where is the camping place?
   ……………………………………………………………………………………………

3. How the feel when the writer sleep on the tent?
   ……………………………………………………………………………………………

4. When the writer arrive at Borobudur temple?
   ……………………………………………………………………………………………

5. What the writer see on the Borobudur temple?
   ……………………………………………………………………………………………
Post-Test 1

Name : ..................................
No. absen : ..............................
Kelas : ..............................

Read the text and answer questions 1-4

Last week, my friend and I rode our bikes to the beach. It was only five kilometers from our houses.
It was quite windy and there was hardly anyone there. It surprised us because there were always many people coming there on the weekends. So, we had the beach on our own. We bought some hot chips, rode our bikes, played in the water and sat under the trees. We really had a great time.

1. How did they go to the beach?
   a. by bicycles
   b. by car
   c. by bus
   d. by boat

2. Who did the writer and his friend find when they reached the beach?
   a. many people
   b. many visitors
   c. almost no one
   d. foreign tourist

3. How did the writer think about the trip?
   a. It was an unpleasant trip
   b. It was a horrible trip
   c. It was a funny trip
   d. It was a good trip

4. “It was only five kilometers from our houses.” (line 1). The word “It” refers to….
   a. bike
   b. chip
   c. beach
   d. house

Read the text and answer questions 5-6

One day, I had to teach a new English class. I read the list of new students’ names. It was kiddies’ group since they were about 9 and 10 years old.

That was the first day of The Spanish carnival, so I wanted to wear the most appropriate suit for the children’s class. Most kids usually dress up at carnival I thought. It would be more interesting if their teacher was also in carnival spirit. That was why I decided to wear my teddy bear suit and bring cuddly toys in my box and
that was what I did. I walked through the door happily. The director watched me completely astonished. I smiled and looked straight at her.

With a man beside her, she said, “Good afternoon. I’d like to introduce you to Mr. Mendez, the director of Delta Company. He is one of the participants of English course that you will teach today.”

Oh my God! I nearly died! The secretary apologized to me for wrong details of my new class.

5. The secretary apologized to the writer because………
   a. The writer wore his teddy bear suit
   b. She did not remember the carnival day
   c. She did not know Mr. Mendez was in the class
   d. She has given the wrong details of the new class

6. Who is the main character in the story?
   a. The writer
   b. Mr. Mendez
   c. The director
   d. The secretary

Read the text and answer questions 7-10

On Thursday 24 April we went to the Botanical Gardens. We walked down and boarded the bus.

After we arrived at the garden, we walked down to the Education Centre. The third grade students went to have a look around. First, we went to the first farm and Mrs. James read us some information. Then, we looked at all the lovely plants. After that we went down to a little spot in the Botanical Garden and had a morning tea break.

Next, we did sketching and then we met the fourth grade students at the Education Centre to have lunch. Soon after that, it was time for us to go and make our terrariums while the fourth year students went to have walk. A lady took us into special room and introduced herself, then she explained what we were going to do. Next, she took us to a pyramid terrarium. It was really interesting.

After we had finished, we met the fourth grade students outside the gardens. Then we reboarded the bus and returned to school.

7. Most events mentioned in the text happened….
   a. at the Education Centre
   b. in the botanical garden
   c. on the bus to Botanical Garden
   d. outside the school

8. The writer of the text is….
   a. a fourth grade students
b. a school teacher

c. a third grade students

d. Mr. and Mrs. James

9. What did the fourth grade students do after lunch?
   a. They had a walk
   b. They made their terrarium
   c. They returned to school
   d. They went to a pyramid terrarium

10. It was very interesting.” (par. 4) What does the underlined word refer to?
    a. A pyramid terrarium
    b. A specific room
    c. Education Centre
    d. First farm

ESSAY
Please answer the questions based on the text above!

1. What the writer and his friend did on the beach?
   ........................................................................................................

2. Who is the main character in the first text?
   ........................................................................................................

3. Who is Mr. Mendez? (second text)
   ........................................................................................................

4. When the third grade students go to the Botanical Garden?
   ........................................................................................................

5. Please! Write the orientation of the third text.
   ........................................................................................................
On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temple in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temples is being renovated.

On Friday morning, we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard an announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by Wisata bus.

1. The text above mainly discusses about .........................
   a. The writer’s trip to Yogyakarta.
   b. The writer’s first visit to Prambanan
   c. The writer’s impression about the guide
   d. The writer’s experience at Yogyakarta Kraton

2. The structure of the first paragraph is called.................
   a. Reason   c. Events
   b. Re-orientation d. Orientation

3. Which of the following statement is TRUE?
   a. The writer went to Borobudur first and then to Kraton
   b. The writer was very disappointed with the guide
   c. The writer left from Yogyakarta on Friday
   d. Malioboro is very far from Dirgahayu Hotel

4. Which temple was being wonderful?
   a. Syiwa c. Brahma
   b. Wisnu d. Borobudur
5. “They are really amazing” (Paragraph 2). The synonym of the underlined word is………….
   a. Horrifying c. Wonderful
   b. Annoying d. Familiar

I was amazed as annoyance else when I found Brian. I was flying low over an area of forest, miles from anywhere, when I noticed smoke.

After that I pulled round and flew in low for a better look. First, I noticed that someone had cleared an area of trees. Then I saw the camp. I had a circle round a couple of times. After a while I was ready to fly in low and put the plane down on the lake. Next, I peddled to across to where Brian was standing, staring at me as if I was a ghost. Suddenly, he spoke and said his name.

You could have knocked at me flat when I realized that I had found the kid!

6. What is the purpose of this kind of text?
   a. To retell event for the purpose of informing or entertaining
   b. to present two pints of view about an issue
   c. a peculiar person, place or thing
   d. to describe how something is describe through a sequence of actions/steps

7. How is the generic structure of the kind of text?
   a. goal, event, orientation
   b. goal, materials and equipments, resolution
   c. orientation, Events, re-orientation
   d. goal, materials and equipments, steps

8. Who flew over the forest?
   a. Brian c. the kid
   b. The writer d. I

9. What did the writer notice when he flew?
   a. Smoke c. Anyone
   b. Forest d. Anywhere

10. Events of the text included in paragraph?
    a. Paragraph I c. Paragraph II and III
    b. Paragraph III d. Paragraph II
ESSAY

Please answer the question based on the text above!

1. How long the writer trip in Yogyakarta?
   ........................................................................................................
2. Mention the temples which the writer looked!
   ........................................................................................................
3. When the writer come back to Jakarta?
   ........................................................................................................
4. Who is the main character in the text?
   ........................................................................................................
5. Where is Brian lost
   ........................................................................................................
Post-test 2

Name : ……………………………
No.absen : ……………………………
Kelas : ……………………………

On the Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes’ time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly, someone shouted, “It’s two minutes past twelve! The clock has stopped!”

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began laugh and sing.

1. When did the clock stopped?
   a. At 5.12  
   b. At 5.55  
   c. At 12.00  
   d. At 12.02

2. Why did the people gather under the Town Hall clock
   a. To welcome the New Year  
   b. To see the newly bought clock  
   c. To strike the laughing people  
   d. To stop people who shouted

3. Based on the text, where was the writer?
   a. At the center of the town  
   b. At home  
   c. At the beach  
   d. At the market

4. When did the event happen?
   a. In the middle of the year  
   b. The end of the year  
   c. Christmas celebration  
   d. At the weekend as usual

5. Which of the following is not true according to the text?
   a. The writer was waiting to celebrate the New Year  
   b. The writer brought a watch  
   c. The writer was very happy  
   d. The writer celebrate the New Year with his family

6. What probably happened when someone shouted that the clock stopped
   a. Everybody directly celebrated the New Year  
   b. Everybody sings and laugh  
   c. Everybody looked for a watch
d. Everybody shouted too

7. What does the first sentence tell you
   a. The problem the writer met  
   b. The funny thing in the story  
   c. The opening of the story  
   d. The past event

8. “It would strike twelve in twenty minutes’ time”
   The underlined word refers to…
   a. The clock  
   b. Author’s watch  
   c. The town  
   d. The place

9. It was the last day of the year and a large crowd of people had gathered under the Town Hall.
   What is the closest meaning of the underlined word?
   a. Mass  
   b. Big  
   c. Many  
   d. Lots of

10. “The big clock refused to welcome the New Year”
    What the synonym of the underlined word…
    a. Reject  
    b. Accept  
    c. Admit  
    d. Hate

ESSAY
Please answer the question based on the text above!

1. When the writer go to the Town Hall
   ………………………………………………………………………………………………………

2. Where the people gathered to celebrate the New Year?
   ………………………………………………………………………………………………………

3. What happen on the 11.55 pm?
   ………………………………………………………………………………………………………

4. What the writer did when the clock was stopped?
   ………………………………………………………………………………………………………

5. What the people did when the New Year was coméd?
   ………………………………………………………………………………………………………
The researcher opened the lesson and introducing herself

The researcher check attendance

The researcher gave pre-test

The students did a pre-test
The researcher gave an explanation of the material and the strategy.

Students discuss about the material.

The Students did a post-test.

The Students did a post-test.
DOCUMENTATION

CYCLE II

The students did a pre-test

The researcher explained the material

The students read the material

The students did a post-test
Nomor : In.26/D1.1/PN.03.00/1.3.069/2015
Lamp. : Proposal Skripsi
Hal : Pembimbing dan Asisten
      Pembimbing Skripsi

Kepada
Yth. Maslihatul Umami, S.Pd.I,M.A
Di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk
sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : AKHMAD ADRI MUZAKA
NIM  : 113-12-139
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi :

THE IMPLEMENTATION OF MURDER STRATEGY TO IMPROVE READING ABILITY ( A
CLASSROOM ACTION RESEARCH OF THE EIGHTH GRADE STUDENTS OF MTS SUDIRMAN
GETASAN ACADEMIC YEAR 2015/2016)

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 08 Desember 2015
a.n. Dekan,
Wakil Dekan Bidang Akademik

Mufiq, S.Ag., M.Phil.
NIP. 19690617 199603 1004

Tembusan : 1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
Nomor : B-180/In.21/D1/PN.03.00/08/2016
Lamp : - 
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala MTs Muhammadiyah Bumirejo
Kecamatan Mertojoyan, Kabupaten Magelang

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : AKHMAD ADRI MUZAKA
NIM : 113-12-139
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

THE IMPLEMENTATION OF MURDER (MOOD, UNDERSTAND, RECALL, DETECT, ELABORATE, REVIEW) STRATEGY TO IMPROVE READING ABILITY

Dengan Pemberian : Maslahatul Umami, S.Pd.I,M.A

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 22 Agustus 2016 s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 16 Agustus 2016
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

Suwardi, M.Pd.
NIP. 19670121 199903 1002

Tembusan : 1. Mahasiswa yang bersangkutan
KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Website: http://iainsalatiga.ac.id e-mail: adminstrasi@iainsalatiga.ac.id

SURAT KETERANGAN
LULUS UJIAN KOMPREHENSIF

Assalamu’alaikum wr.wb.

Berdasarkan hasil ujian yang telah dilaksanakan, bahwa mahasiswa
Nama

' Akhoriad Adii Muzaka

NIM

113 - 12 - 139

Telah Lulus Ujian Komprehensif dengan nilai :

70+80

Surat keterangan ini merupakan salah satu syarat untuk mendaftarkan diri sebagai peserta
Munaqosyah skripsi.

Demikian harap menjadikan maklum bagi pihak-pihak terkait.

Wassalamu’alaikum wr.wb

Salatiga, 28 Juni 2016
Mengetahui
Wakil Dekan Bidang Akademik

[Signature]

NIP. 19690617 199603 1 004
SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor:02/MTs.Muh/I/2017

Yang bertanda tangan di bawah ini, Kepala sekolah MTs Muhammadiyah Bumirejo:

Nama : M. Abdurrahman, S.Sos.
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa:

Nama : Akhmad Adri Muzaka
NIM : 113-12-139
Jurusan : Tadris Bahasa Inggris

Benar-benar telah mengadakan penelitian dalam rangka menyusun skripsi dengan judul “THE IMPLEMENTATION OF MURDER (MOOD, UNDERSTAND, RECALL, DETECT, ELABORATE, AND REVIEW) STRATEGY TO IMPROVE READING ABILITY“ dari tanggal 22 Agustus s.d 05 Oktober 2016.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Mungkid, 09 Januari 2017

Kepala Sekolah
MTs Muhammadiyah Bumirejo

M. Abdurrahman S.Sos.
NBM. 1149371