

CHAPTER I

INTRODUCTION

1.1 Background

In the category of language skills, Reading is an important aspect of language learning. Aulia (2012, P.347) stated that reading is the main thing in teaching and learning activities, because all teaching and learning processes based on reading. It can be concluded that reading is a thought process in determining material by involving most readers intellectually such as understanding to get ideas or information through text. Reading also makes a person to know something that has never been known before such as incidents or events and other important information, because of that there is a term that says that reading is a window to the world Aulia (2012, P.349). However, reading is still considered one of the skills in English, which is quite easy among speaking, writing and listening by most students. Inawati & Sanjaya (2018, P.174) reading is very important for a student, in addition to improving reading skills and sharpening memory, it can also increase the readers knowledge of learning material. Inawati & Sanjaya (2018, P.174) also argue that reading is important and has a very good impact on humans.

Reading comprehension is defined as the level of understanding of a text/message, vocabulary and grammatical knowledge have a big role within this context. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text Comprehension is at the heart of what it means to really read (Krismayani, 2015). Reading is thinking and understanding and getting at the meaning behind a text (Serravallo, 2010:43).

Serravallo emphasizes that reading activity must be directed toward the understanding and catching the idea that the text provides. It is important for the reader to activate prior knowledge before, during, and after reading a text. They think about what they already know about a topic before they read; they connect to their personal experience, the books, and the world as they read; and they think about these connections after they are finished reading.

Whatever form is used, both orally and in written, will always be related to the level of reading comprehension. The reason is because reading includes several

integrated components such as vocabulary, grammar, pronunciation and comprehension. Kurniawati (2012), through that teaching reading, teachers can direct students to have adequate abilities in reading comprehension. Reading comprehension involves more than the reader response to the text Klingner (2007, P.8). When reading and understanding the contents of the reading, the reader can catch the message from the reading. Reading and understanding a text greatly influences the thinking and meaning of a text. Reading comprehension is the process by which we understand the text we read Kirby (2007, P.1). Reading also adds a lot to the English vocabulary, but in practice there are some words whose meanings are not or are not known to the reader so that when reading and this will make it difficult for students to read and understand a text.

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 do 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 (Pandiangan et al., 2020). Jacob (1998:56) state that MURDER embodies the key cooperative learning concept. MURDER technique 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. Hythecker et al., (1988: 26-29), state that the MURDER technique 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. MURDER learning model consists of Mood, Understand, and recall, detect, explain and review. This learning creates a fun and more interesting learning atmosphere so as to increase the achievement of learning outcomes in reading skills (Apriliani, 2022).

From the initial observations that the researcher conducted at SMP Negeri 1 Kupang, it showed that there was a problem where students' interest in learning English, especially reading, was very lacking, so the researcher wants to apply a method which can improve the children's mood during teaching and learning activities (KBM), Especially when reading a text or story through this method researchers will to improve children's understanding of the meaning of words, as well as improve children's understanding of finding new vocabulary from the reading they have learned.

One of them was a lack of reading comprehension in English. This topic was chosen because students must be able to understand reading to make it easier for them to learn English, where reading comprehension is also important for students to be a strong foundation and role in learning English. Therefore, reading comprehension is very important to learn. Well, one method that can improve students' English reading comprehension is MURDER (Mood, Understand, Recall, Detect, Elaborate and Review), because this strategy is an effective strategy to use in improving students' reading comprehension. Based on the things above, the author chose the title "**The Implementation of MURDER (Mood, Understand, Recall, Detect, Elaborate and Review) Strategy to Improve Reading Comprehension at SMP Negeri 1 Kupang**"

1.2 Research Problem

In relation to the background above, research problem can be stated as follows: "Does the use of the MURDER improve students reading comprehension?"

1.3 Aim of Study

Based on the study above, the purpose of this study is to find out whether the use of the MURDER strategy improves students reading comprehension or not.

1.4 Significance of Study

The results of the study will give several implication and application as follows:

1.4.1 Implication

This research supports the theory of Hythecker et al (1988: 26-29) MURDER is a research-based teaching technique about reading comprehension for students to improve reading comprehension.

1.4.2 Application

This study will be a valuable contribution towards:

1. For students to improve students' reading skills by applying MURDER strategies and students' understanding of a topic of discussion.
2. For teachers, especially English teachers, the MURDER strategy is a learning model that can improve classroom learning and help create more interesting learning activities.
3. For schools are able to evaluate MURDER strategies to improve students' understanding of a concept in reading skills and better recognize students' moods during teaching and learning activities.
4. For researcher it is hopes that other researchers can use this research to help strengthen their research on the use of strategy MURDER to improve students' reading comprehension.