SKRIPSI

THE EFFECTIVENESS OF MURDER (Mood, Understand, Recall, Digest, Expand and Review) STRATEGY TO IMPROVE READING COMPREHENSION AT TENTH YEAR STUDENTS OF SMK NEGERI 1 PAREPARE

By

JULIANA
Reg. Num. 14.1300.041

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

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By

JULIANA
Reg. Num. 14.1300.041

Submitted to the English Department of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

English

Submitted by

JULIANA
Reg Num. 14.1300.041

to

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
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2019

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This "skripsi" is presented to the English Department of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of strata (S1).

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The researcher is also fully aware that only to Allah Swt hopes and prays . Hopefully, all the help and kindness that is obtained is answered by Allah by charity.

May the Almighty Allah swt be always with us

Parepare, 31th January 2019

The Writer

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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Tittle of Skripsi : The Effectiveness of MURDER (Mood, Understand, Recall, Digest, Expand and Review) Strategy to Improve Reading Comprehension at Tenth Year Students of SMK Negeri 1 Parepare

State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 31th January 2019

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ABSTRACT

JULIANA, *The Effectiveness of MURDER (Mood, Understand, Recall, Digest, Expand and Review) Strategy to Improve Reading Comprehension at Tenth Year students of SMK Negeri 1 Parepare* (Supervised by Abu Bakar Juddah and Hj. Nurhamdah).

The objective of the research was to find out that the use of MURDER strategy effective to improve students reading comprehension at tenth year students of SMK Negeri 1 Parepare. Furthermore, the research was expected to be useful information for English teacher especially in teaching reading. In addition, it can be used as a teaching to improve strategy students reading.

The researcher used quantitative research with quasi experimental with nonequivalent control group design. The population of this research was all at tenth year students of SMK Negeri 1 Parepare. The total number of population was 255 students. The researcher used purposive sampling by taking two classes as sample, X B 2 consisted of 20 students as experimental class, and X B 1 consisted of 20 students as control class, so the number of sample from two classes was 40 students. The data had been collected by using the reading test applied in pre-test and post-test on both experimental and control class. During the process the research gave treatment until six meetings for each class. To analyze the data, the researcher adopted Independent sample T-test formula.

After analyzing the data, the researcher found that there is significant effect of using MURDER strategy in teaching reading at tenth year of SMK Negeri 1 Parepare, where t-test value (2,53) is bigger than t-table (2,093) with df = n – 1 = 19, with α = 5%. It means that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It can be concluded that using MURDER strategy effective in teaching reading at tenth year students of SMK Negeri 1 Parepare.

The students score from the assignment was given by the researcher. It showed that students reading comprehension improve. It means that MURDER strategy is effective to students reading comprehension in learning at tenth year of SMK Negeri 1 Parepare.

Keywords: *MURDER Strategy, Reading Skills.*

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CHAPTER I

INTRODUCTION

1.1. Background

Language has an important role of human life. People learn many languages to communicat with people from other countries. Learning language especially English is window outside the world. English as the first international language studied in Indonesia. It is studied from elementary school until university. Even some institution used English as compulsory subject and use many books in English have spread widely among the people and use as reference and survey ability English well. In English learning, there are four supporting components such as reading, speaking, writing and listening. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills.[1]

In teaching of English, the students should master four skill, they are listening speaking, reading and writing. Listening and reading can be categorized as receptive skill, while speaking and writing as productive skill. However, these four skills are taught interactively because they are related each other. In this study, the writer focuses on reading comprehension because it is very important in academic field. Based on several stated that there is a close relationship between reading and school comprehension and language development. "Additionally, reading is essential to

1Jeremy Harmer, *The Practice of English Language Teaching,* (New York: Longman, 1989), p. 16.

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success in school and in information driven society"[2]. However, even reading is becoming of greater and greater importance in our information driven society, an alarming number of student are having difficult to read.

Reading is one way to understand what the writer means, as reading process that can help the students to be easier in study and understand what they read such as book, magazine, newspaper, etc. Reading also is one of the basic communicative skills, but it is a very complex process. It happened because reading is a process in which reader have to has skill to understand and comprehend what they read.

Reading is a significant part of educational process. Reading is decoding and understanding text for particular reader purposes.[3] At school, students are stressed in learning reading because students who have competency in reading will be able to make communication. The purpose of reading in general is to be able to read and understand short texts in a smooth way or to speak a few simple sentences and read poetry. According to the 1994 curriculum the purpose of reading are; the first is able to understand ideas that are heard directly or indirectly, the second is able to read reading texts and conclude the contents in their own words and the last is able to read reading texts quickly and be able to record the main ideas. Thus the ultimate purpose of reading the point is to understand ideas, the ability to comprehend the meaning in reading as a whole, whether in the form of free text, narration, prose or

---

2David Collins, and Ann Collins. *Advancing Reading Comprehension, becoming Effective Teachers of Reading through Collective Study U.S* 1998. *Departement of Education*. (Last visited: July 1st ,2009), p.2.

3 Cline, F., Johnstone, C., & King, T. *Focus Group Reactions to Three Definitions of Reading (as Originally Developed in Support of NARAP Goal.* Minneapolis: National Accessible Reading Assessment Projects. 2006), p.2

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poetry which is concluded in a written or unwritten work.[4]

Teaching reading is a major challenge facing teachers, to English learners is exciting for teachers who have the ability to perform it. They have skills and competence to apply the appropriate teaching strategies which can motivate the students to enjoy the printing materials they distribute. The teachers will be difficult to control every students one by one. On the other side, it is also difficult for the students to ask for and receive individual attention. Moreover, if the teacher wants to actively engage the students in learning activities, it will take more time to do it. According to Diane's statement that good language learners are who have a strong desire to communicate.[5]

MURDER (Mood Understand Recall Digest Expand and Review) is an effective strategy in teaching reading. MURDER strategy was improved the students' reading comprehension in terms of literal comprehension and interpretive comprehension. It was proved by the mean score of cycle I was 64.31. It was classified as fair then improved to be 71.20. It was classified as fairly good in cycle II. They are higher than the mean score of diagnostic test 52.21 that classified as poor. Therefore there was improvement of the students' reading comprehension in terms of literal comprehension dealing with main ideas and sequence of details and interpretive comprehension dealing with prediction of outcomes and conclusion.[6]

4Wahyu Surya. http://s-surya62.blogspot.com/2012/05/pengertian-jenis-dan-tujuan-membaca.html. Accessed on Saturday 10th November 2018.

5Diane Larsen-Freeman, *Techniques and Principles in Language Teaching,* (New York: Oxford University Press, 2000), p.159.

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In this research the researcher choose the MURDER strategy because it helps the students to focus the task and is able to understanding the task is giving and also the students can identify the main idea of paragraph, it help the students to improve their ability in summarizing the material. After do direct interview with the teacher, the result interview of the English teacher states that the mean score of the students' achievement in reading English is very low. It is about 60 mean score but the standard of curriculum 70 and the target score is 80. Based on the observation in SMKN 1 Parepare, the researcher found students can say the word, but unable to gain the meaning from words and the students have limited vocabulary so they are difficult to understand the reading text.

Based on the relation with the background, the research interest in conducting a research on the title is "The Effectiveness of MURDER (Mood, Understand, Recall, Digest, Expand and Review) Strategy to Improve Reading Comprehension at tenth Year Students of SMK Negeri 1 Parepare".

1.2. Research Problem

Based on the background above the researcher formulated research questions as follows:

1.2.1 Is the use of MURDER strategy effective to improve reading comprehension at tenth year students of SMK Negeri 1 Parepare?

1.2.2 How does MURDER strategy help the students in improving reading comprehension at tenth year students of SMK Negeri 1 Parepare?

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6 Herlina Daddi, Dewi Susilawati, and Andi Tenri Ampa, "Mood Understand Recall Digest Expand And Review Strategy For Students' Reading Comprehension" *Exposure Jurnal* 6, no. 1. (May 2017), p. 66.

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1.3. Objective of the Research

Related to the problem statement, the researcher decided the objective of the research is to examine.

1.3.1. To find out the use of MURDER strategy is able to improve reading comprehension at tenth year students of SMK Negeri 1 Parepare.

1.3.2. To find out MURDER strategy help the students to improve reading comprehension at tenth year students of SMK Negeri 1 Parepare.

1.4. Significance of the research

It is expected the result of the research will provide the useful contribution for:

1.4.1. Students

This study is useful to give source or information for students of English education department. It also gives a contribution for them as a sample in language teaching especially in teaching reading. Therefore, they can choose an appropriate ways which is suitable for students' needs and capacities.

1.4.2. Teacher

This study is expected to give information and knowledge in implementing MURDER strategy and also it will be expected to give a new insight in developing English teaching in general especially to improve students' reading comprehension.

1.4.3. The next researchers

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The result of this research will be expected to be useful information and to give motivation to the next researcher to create idea another research about the good strategy to improve reading comprehension through MURDER strategy.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate some theories, which are using in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research.

2.1. Some Pertinent Ideas

2.1.1. The Concept of reading

2.1.1.1. Definition of reading

1. In Webster's comprehensive dictionary of the English language there are some definition of reading namely: (1) To apprehend the meaning of (of a book, writing, etc) by perceiving the form and relation of the printed or written characters, (2) To otter aloud (something printed or written), (3) To understand the significance of as if by reading: to read the sky, (4) To discover the true nature of (a person or character, etc) by observation security.[1]
2. Reading is the act, practice or art reading, in any sense of the verb, a public retail, the act of reading formally to a legislative body a bill, act. Prospered for adoption.[2]

1Webster, *Webster's Comprehensive Dictionary of the English Language* (Colombia, typhoon international, 2003), p. 1049.

2Allen Walker, *The new international webster's comprehensive dictionary of the English language* (Colombia: trident press international: 2003); Page: 1049 in Maryam, *Improving reading comprehension of the second year students of* MA NURUL HAQ BENTENG LEWO SIDRAP THROUGH CRITICAL READING. (Unpublished Skripsi; STAIN: Parepare, 2012).

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3. Reading is a complex process in which recognition and comprehension of written symbols are influenced by readers' perceptual skills, decoding skills,

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4. experiences, language backgrounds, mind set, and reasoning abilities as they anticipate meaning on the basis of what has been read.[3]
5. Heinemenn states that reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (missinformation or absence of information), strategies for processing text, moods, fears and joys all of it. Reading ability can be improved by teaching how to read for particular purpose.[4]
6. Reading is an active and ongoing process that is affected directly by an individual's interaction with his environment.[5]
7. Hornby says reading is the way in which something is process or understood. So by reading something we can understand what the writer intends in her or his book.[6]

Based on the explanation above, it is included that reading is the thinking process to understanding the meaning, to getting information and ideas of the writer from the writing text.

2.1.1.2. Types of Reading

3 Albert J. Harris And Edward R. Sipay, *How To Increase Reading Ability* (New York & London; Longman 1980), p. 10.

4Heinemann, *Reading Process.* (Hanover Street: Winthrop Publishers, Inc,2009).

5Arthur W. Helman, Timothy R. Blair, and William H. Rupley, *Principles and Practices of Teaching Reading (Columbus Toronto London Sydney, 1961),* p.4.

6Hornby, *Oxford Advanced learner's Dictionary.* (USA: Oxford university press, 1995).

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The main ways of reading are as follows:[7]

1. Skimming: quickly running one's eyes over a text to get the gist of it.
2. Scanning: quickly going through a text to find a particular piece of information.

7F.Grellet, *Developing Reading* Skill (Cambridge: Cambridge University Press,2006),p.4.

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3. Extensive reading: reading longer text, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
4. Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

2.1.1.3. Kinds of Reading

There are some kinds of reading, in this case there are three kinds of reading, namely

1. Reading aloud is one of important kinds of reading thing where the students who are known as a reader are required to read aloud to practice their tongue about to pronounce every word found in the reading text. The main point of focus in reading aloud is not catching their ideas every word in a sentence.
2. Silent reading is frequently practice by a reader who wants to comprehend text in reading process. Silent reading means reading by gears, where no voice expressed. This type of reading aims it finds out the word as in reading aloud. Reading silent needs a reader should have a full concentration.
3. Speed reading is used to improve speed comprehension in reading. This must run side by with the main purpose of reading that is comprehension it depends on the kinds of reading. The rate of speed of reading a story or newspaper or narrative will be different from the reading of scientific material.[8]

8Nasir Rajab, *Teaching and Learning English Selected and Simplified Reading* (London: Longman Inc 1984), P. 78-79.

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2.1.1.4. Techniques of Reading

2.1.1.5.A technique is a superordinate term to the various activities that either teachers or learners perform in the classroom. In other words, techniques include all tasks and activities. The techniques that the teachers do can make a text more understandable. Furthermore, the teacher has to determine how much the students can absorb the meaning of texts that they are reading. A teacher can use several techniques for their teaching in reading comprehension. It is used to solve the problem of the students in comprehending the text. There are three techniques that can be applied in reading comprehension. They are scanning, skipping, and skimming.[9]

1. Scanning Technique

2.1.1.6. Scanning is a technique used by a reader to get relevant information in a text. When scanning, the reader does not start from the beginning and read to the end. Instead, what the reader does is jump around in the text, trying to find the information that is needed. Scanning involves moving eyes cross down the text seeking the specific phrases or words.

2.1.1.7. When scanning, the reader has to observe the author's use of organizers such as numbers, letters, steps, or the words, first, second or next. Besides that, they can look for the words that are boldfaced, italics, or in different font size, style, or color. Sometimes the author will put key ideas in the margin.

9H.Douglas Brown, *Teaching by Pronciples: An Integrative Approach to Pedagogy* (New Jersey: Prentice Hall, 2001), p .308.

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2. Skipping Technique

2.1.1.8. Skipping is a technique used to look for specific information in a text. When beginning to read, the reader should skip some sentences in order to get the specific information. Furthermore, skipping technique can help the reader to get the information faster without reading all the text. In skipping, a reader should not read the whole sentences. The reader only focuses on the information that is needed. It saves time in order to get the information without reading all sentences.

3. Skimming Technique

2.1.1.9. Skimming as one of the effective techniques is used to enhance the reading comprehension. Skimming is the process of rapid coverage of reading matter to determine its gist or main idea.

2.1.1.10. Thus, in skimming a text, a reader needs to learn how to select the keywords. The students must be convinced that keywords are needed as a prediction to answer the question. It is important because in skimming, a reader have not to read all sentences. Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. To get them, it must be read from the introductory information, the headings, and subheadings, and the summary. Skimming gives readers the advantage for being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

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2.1.1.11. Besides, a certain amount of practice is necessary in order to skim and fulfill their purposes.

2.1.1.12. Based on the explanations above, in scanning, the students read the text in order to get relevant information without reading the whole text, whereas in skipping, the students read the text to get the specific information. They skip some sentences in getting the specific information; while in skimming, the students read the text to determine the main idea. They need to read the whole text in order to be able to get the main idea of the text. Skimming is a very good technique in comprehending it because it gives the reader to predict the purposes of the text as well as identify the gist of the text. This is the reason why the researcher decided to choose skimming as a technique to improve reading comprehension of the students.

2.1.1.13. The Purpose of Reading

1. Reading for information is gathering some information related about what is being talked about. Be aware that this basic information will not necessarily mentioned again: once we know this information. The first reading is the most difficult because of the quantity of new information.
2. Reading for pleasure is done without other people. The purpose of reading in any language is to inform ourselves about something we are interested in or to challenge our knowledge on certain in other words.

2.1.1.14. Based on the explanation above, the researcher concluded that the purpose of reading made the person enjoy to read, and the purpose of reading was able to get the information, knowledge, new ideas, and the relax of the reading text.

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2.1.2. The Concept of Reading Comprehension

2.1.2.1. Definition of Reading Comprehension

2.1.2.1.Reading is an important skill since it can improve the students' ability in gaining knowledge of the world. It is one of the activity in comprehend the writer's ideas to communicate with the readers. It can improve the student's knowledge in other language skill. Students will reach all of these aims if they understand the text that they read. In addition, comprehension occurs when new information interacts with the old one that has already been stored in their memory.

2.1.2.2.Reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining the meaning of vocabulary in context, monitoring one's own comprehension, and reflecting.[10]

2.1.2.3.Meanwhile, according to Anderson and Pearson in Alexander state that comprehension is a special thinking process. The readers comprehend by actively constructing meaning internally from interacting with the material that is read.[11] It means reading is always make active our brain, reading is a transaction between the writer and the mind of the reader during which meaning is constructed. Then, according to Judi "reading is making meaning from print and from visual information. But reading is not simple, reading is an active process that requires a

10Nurman Antoni, *Exploring EFL Teachers' Strategies in Teaching Reading Comprehension*(Journal of Indonesia University of Education),p.3.

11Estill Alexander J, *Teaching Reading* (Boston Scott: Foresman and Company, 1988), p. 160.

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2.1.2.4. great idea of practice and skill".[12]

2.1.2.5. According to Jennifer Serravallo stated that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. Comprehension instruction begins before children can even conventionally read. As children are read to during read-aloud, they are asked to think about characters, make prediction about what will come next, question and wonder what happen and consider what lesson they can learn from the book.[13]

2.1.2.6. Reading comprehension is usually a primary focus of interaction in the post primary grades after readers have largely master word recognition skills although comprehension of the text should be an integral part of reading interaction with beginning reader as well. Interaction in oral language, vocabulary and listening comprehension should be a focus starting preschool and continuing throughout the elementary grades.[14] Reading comprehension is the ability to process text, understand its meaning, and to integrate it with what the reader already knows.[15]

2.1.2.7. From the definition above, the researcher concluded that reading comprehension is thinking, understanding and getting at the meaning behind a text through an interaction between the reader and author.

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12 Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension,* (Chicago: American Library Association, 2007), p. 10.

13Jennifer Serravallo, *Teaching Reading In Small Group,* (USA, Heinemann, 2010), p.43.

14Sri Heriana "Using Pair Cheks Strategy To Improve The Students Reading Comprehension Of The Elevent Grade Of SMA Negeri 2 Parepare" (Unpublish Thesis; STAIN: Parepare, 2013), p. 10.

15En.m.wikipedia.org/wiki/Reading_comprehension. Accessed on May 14Th, 2018.

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2.1.2.8.

2.1.2.9.

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2.1.2.2. Kinds of Reading Comprehension

2.1.2.10. Richard states that different types of reading comprehension are distinguished according to the reader purpose and the types of reading that they use. The following are commonly to:

1. Literal comprehension

2.1.2.11. Reading in order to understand, remember, or recall the information explicit contained in a passage. The literal comprehension is the most fundamental in reading comprehension kind because the readers must first understand what the author express before draw an inference, make an evaluation, or gaining an appreciating.

2. Inferential comprehension

2.1.2.12. In order to find information which is not explicitly stated in the passage carefully put ideas and facts together to draw conclusion, then inference it by using their experience and intuition.

3. Critical or evaluative comprehension

2.1.2.13. Reading in order to compare information in a passage with the reader own knowledge whether or not be information expressed by the author is worth enough to be absorbed.

4. Appreciate comprehension

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2.1.2.14. Reading in order to gain emotional response or other kinds of valued response from a passage.[16]

16Estill Alexander J, *Teaching Reading.* General Editor (Little, Brown And Company Buston Toronto. 1979), p. 65.

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.1.3. The Concept of MURDER strategy

2.1.3.1. Definition of MURDER strategy

2.1.2.15. The MURDER strategy according to Sanjaya includes: (1) Mood is an English term that means mood. In learning a positive mood can create a spirit of learning so that the concentration of learning can be achieved as much as possible and can absorb what has been learned, (2) Understand or understanding is to understand correctly or know right. understanding can be interpreted also mastering certain with the mind, then learning means having to understand mentally and philosophically the meaning and implications and applications, (3) Recalling or repeating is an active effort to enter information into long-term memory. This can be done by "binding" facts into visual, auditory, or physical memory, (4) Digest or digesting is the understanding of students really understand the purpose of the material and imagine the material in succession, (5) Expand That is development. With development, it will know more about things related to the material being studied, (6) Review is to re-learn the subject matter that has been studied. A learning process will take place effectively when the information is selected.[17]

2.1.2.16. Bob Nelson, a writer of *The Complete Problem Solver*, explained that one of the learning systems is effective and efficient. This system known as the MURDER system has the extension Mood, Understand, Recall, Digest, Expand, and Review. Which can be explained as follows: (Mood) in learning, our mood is very influential on learning outcomes. (Understand) more directs us to try to

17 Rojak Priambodo, "Pengembangan Perangkat Pembelajaran Kooperatif Tipe Murder (Mood, Understand, Recall, Digest, Expand, Review) Pada Mata Pelajaran Memperbaiki Peralatan Rumah Tangga Listrik Di Smk Raden Patah Mojokerto," *Jurnal Pendidikan Teknik Elektro,* 5, no.3, 2016, p. 886-887.

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explore words that we have not understood. (Recall) after reading and understanding the material, we can

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2.1.2.17. pause to digest it. But then, we must repeat the material we have learned using our own words. (Digest) We must review questions that we do not understand. Review the material and see the information in the book. (Expand) We can develop the material we are studying by studying the following three issues:

1. If I met the author of the material, what questions or criticisms would I ask?
2. How can I apply the material to things I like?
3. I'm sure I can make this material more interesting and easily understood by other students. But how?

2.1.2.18. (Review) This is intended to keep us re-studying even though the material has been discussed in class.[18]

2.1.2.19. MURDER (Mood, Understand, Recall, Digest, Expand, Review) learning strategy in connected by the learning results. MURDER containing six phases which is stand from mood phase by giving motivation, understand phase by underlining student's book, recall phase by discussing important points, digest phase by doing experiment, expand phase by literature studying, and review the whole material. MURDER learning strategy applied by giving evaluation sheets that is suitable with six phases of MURDER learning strategy.[19]

2.1.2.20. MURDER strategy is an effective strategy to be implemented in English class to improve senior high school students' reading comprehension. By

18Erwin Widiasworo, *Smart Study* (Jakarta: PT Elex Media Komputindo, 2017), p. 56-58.

19Triya Hidayatiningsih and Nadi Suprapto, "Pengaruh Strategi Pembelajaran MURDER (MOOD, UNDERSTAND, RECALL, DIGEST, EXPAND, REVIEW) Terhadap Hasil Belajar Peserta Didik Pada Materi Alat-alat Optik di SMAN I Puri Mojokerto," *Inovasi Pendidikan Fisika* 2, no. 2, (2013), p. 103.

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implementing MURDER strategy, the teacher could stimulate students' creative in learning English.

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2.1.2.21. MURDER strategy also helps the senior high school students to be more active and creative in the learning process.[20]

2.1.2.22. Based on the some ideas it can be concluded that MURDER strategy is one of the types of cooperative learning strategy. MURDER strategy also encourage the students to be active and to be efficient reader. MURDER containing six phases which is stand from mood phase by giving motivation, understand phase by underlining student's book, recall phase by discussing important points, digest phase by doing experiment, expand phase by literature studying, and review the whole material. Every step has different goal to help students in reading comprehension.

2.1.3.2. The Steps of MURDER strategy[21]

2.1.2.23. According to Wijaya the step of the MURDER as follows:

1. The teacher extend the purpose of the learning and make a positive (mood) to the students then the teacher give the motivation by telling about one of narrative text.
2. The teacher divide the students into 8 group one group consist 4 students then than each group divides to 2 pair so that shaped small group A and B consist of 2 students from each small group.

20 H Lalu Suparman, "MURDER Strategy and Achievement Motivation UponStudents' Reading Comprehension" Studi Keislaman dan Ilmu Pendidikan 3, no. 2 (November 2015), p. 141.

21 Moh Agus Wijaya "Peningkatan Kemampuan Berpikir Kritis dan Hasil Belajar Mata Pelajaran Sejarah Melalui Penerapan Model Pembelajaran MURDER Kelas X SOS SMA Negeri 1 Maron Probolinggo" (Unpublished skripsi; Jember University: Jember, 2015), p. 15.

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3. Group A with their group mate comprehend (understand) the task who has given by teacher and then give a mark or underline from the material is difficult to understand of the students and also the same way is done by group B.

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4. The material is not understood read repeatedly (recall) and observe one of the character in a legend story who related with the material and the students immediately stop and then repeat the material that have been marked or underline.
5. After repeat the material the students search for the meaning of the text that have been underline in dictionary (Digest).
6. Member group develop their own understanding (expand) the material assignment of teacher by searching another information from literature and then collect assignment.
7. After lesson finish teaching and students conclude and motive learners to always review the material.

2.1.3.3. The Strength of MURDER strategy[22]

2.1.2.24. There some strengths of MURDER strategy, they are as follows:

1. One of the characteristics is fostering positive interdependence by teaching students to work and learning together in small-group setting.
2. This model provides unique learning process for the students and offers alternative to competitive models of education.
3. This model offers opportunities for students to learning through speaking and listening.
4. This model can also be used in some subjects such as language, social, math and it is suitable for all levels.

22Asti Kurnianingsih, "The Effectiveness of Mood, Understanding, Recalling, Detecting, Elaborating, and Reviewing (MURDER) Method in Teaching Reading Viewed From Students' Motivation in The Eight Grade Students of SMP Negeri 2 Bae, Kudus " (Unpublished Thesis; Sebelas Maret University: Surakarta, 2012), p. 37.

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5. MURDER strategy encourages the students to process the content material a number of times with different goals of each pass.
6. Result of early passes lead to the creation of knowledge framework/ organizers that subsequently allow for the more efficient acquisition of details.
7. A variety of activities is encouraged, which may lead to multiple encodings.

2.1.3.4. The Weaknesses of MURDER strategy[23]

8. MURDER strategy also has some weakness as follows:

1. The group setting should be heterogeneous based on the students' characteristics, and it should be not too big for each group. It causes problems because of the large number of the students in the classroom.
2. The wrong choice of choosing the member of each group will make conflict among the members that will not promote better learning.
3. The students will not succeed if they cannot work well together as a team.
4. The strategy does not work due to the students' passivity or social loafing.

2.2. Previous Research Finding

9. The researches present some findings, which are related and relevant to the research as, follows:

10. H Lalu Suparman, in his research in the title "MURDER Strategy and Achievement Motivation Upon Students' Reading Comprehension" founding that the use of MURDER strategy is an effective

23Asti Kurnianingsih, "The Effectiveness of Mood, Understanding, Recalling, Detecting, Elaborating, and Reviewing (MURDER) Method in Teaching Reading Viewed From Students' Motivation in The Eight Grade Students of SMP Negeri 2 Bae, Kudus " (Unpublished Thesis; Sebelas

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strategy to be implemented in English class to improve senior high school students' reading comprehension. By implementing

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11. MURDER strategy, the teacher could stimulate students' creative in learning English. MURDER strategy also helps the senior high school students to be more active and creative in the learning process.[24]

12. Meylinda Kurniati, Supardi, and Muhammad Ali in their researches in the title "Pengaruh Strategi Pembelajaran Mood, Understand, Recall, Digest, Expand, Review (Murder) Terhadap Hasil Belajar Siswa Dalam Pembelajaran Fisika di SMA Negeri 1 Martapura" founding that there was a positive influence from the learning strategy of Mood, Understand, Recall, Digest, Expand, Review (MURDER) on student learning outcomes in physics learning at SMA Negeri 1 Martapura. It is known based on the results of the hypothesis calculated using the t-test, obtained the value of $t_{count} > t_{table}$ (6.64> 1.98) with a degree of freedom 7 and a significance level of $\alpha = 0.05$.[25]

13. Putri Widya Wayangsari, Suratno, and Bevo Wahono in their researches in title "Pengaruh Strategi Pembelajaran MURDER (Mood, Understand, Recall, Digest, Expand Review) Berbasis Media Interaktif Flash Terhadap Kemampuan Berpikir Kritis, Metakognisi dan Mencapai Hasil Belajar Siswa SMA Negeri 2 Jember pada Mata Pelajaran Biologi" founding that the aplication of MURDER (Mood, Understand, Recall, Digest, Expand and Review) based on critical thinking, metacognition and cognitive outcomes

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24H Lalu Suparman, "MURDER Strategy and Achievement Motivation UponStudents' Reading Comprehension" Studi Keislaman dan Ilmu Pendidikan 3, no. 2 (November 2015), p. 141.

25 Meylinda Kurniati, Supardi, and Muhammad Ali "Pengaruh Strategi Pembelajaran Mood, Understand, Recall, Digest, Expand, Review (Murder) Terhadap Hasil Belajar Siswa Dalam Pembelajaran Fisika di SMA Negeri 1 Martapura" (Palembang, 2017), p. 71.

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of students had a significant positive effect of 0,000 (<0.05) on students' biology learning outcomes with pre-test and post-test

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14. scores in the experimental class of 44,1 and 87,5; whereas in the control class the pre-test and post-test scores were 47,9 and 76,1.[26]

15. Diska Asani in her research in title "Efektivitas Strategi Pembelajaran MURDER Terhadap Partisipasi dan Kemampuan Berpikir Analitis Siswa SMA Negeri 1 Gombong pada Mata Pelajaran Biologi" founding that MURDER learning strategy is effective to increase students' participation and analytical thinking ability on biology lesson of SMA Negeri 1 Gombong.[27]

16. Based on some researches above, MURDER strategy way to develop the reading comprehension of the students. In this research, the researcher will apply the

17. MURDER strategy to develop reading comprehension of the students. Researcher hoped that this strategy would be an alternative strategy to teach the students about English, specially reading comprehension in SMK Negeri 1 Parepare.

18.

19.

26 Putri Widya Wayangsari, Suratno, and Bevo Wahono, "Pengaruh Strategi Pembelajaran MURDER (Mood, Understand, Recall, Digest, Expand Review) Berbasis Media Interaktif Flash Terhadap Kemampuan Berpikir Kritis, Metakognisi dan Mencapai Hasil Belajar Siswa SMA Negeri 2 Jember pada Mata Pelajaran Biologi", *Jurnal Edukasi UNEJ* 2, no. 2, 2015), p. 11.

27Diska Asani, "Efektivitas Strategi Pembelajaran MURDER Terhadap Partisipasi dan Kemampuan Berpikir Analitis Siswa SMA Negeri 1 Gombong pada Mata Pelajaran Biologi" (Unpublished Skripsi; Sebelas Maret University: Surakarta, 2012), p. 14.

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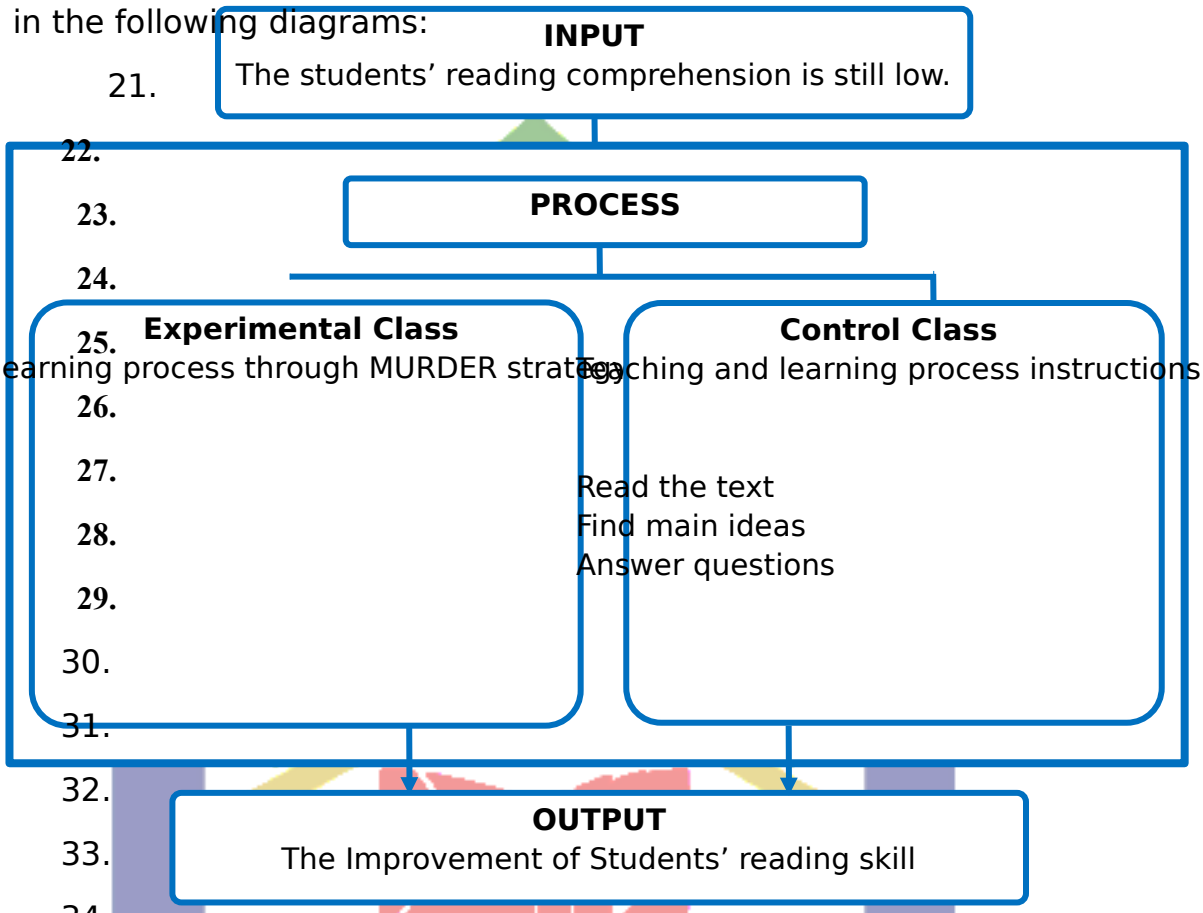
.3 The Conceptual Framework

20. The conceptual framework of this research is presented in the following diagrams:

21.



22.
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35. In diagram above, there are three elements namely:

1. Input : It refers to the student who has low skill in English especially in reading comprehension.
2. Process : It refers to the teaching English by using MURDER (Mood, Understand, Recall, Digest, Expand and Review) strategy. In experimental class, the researcher will explain about

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the material of reading, after that give instruction to the students how will they do MURDER strategy in teaching and

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36. learning the reading process. Then, the researcher will apply MURDER strategy in teaching reading. While in control class, the researcher will explain about the material of reading, after that give instrument without using MURDER strategy in teaching and learning the reading process.

3. Output : It refers to the result of the reading comprehension of the students after following the treatment by using MURDER (Mood, Understand, Recall, Digest, Expand and Review) strategy.

24 Hypothesis

37. The researcher formulates the hypothesis as follow:

38. H_0 : Using MURDER strategy is not able to improve the students' reading comprehension at tenth year students of SMKN 1 Parepare.

39. H_1 : Using MURDER strategy is able to improve the students' reading comprehension at tenth year students of SMKN 1 Parepare.

25 Variable and Operational Definition

2.5.1 Variable

40. There are two variables involved in this research namely independent variable and dependent variable.

1. Dependent variable: The reading comprehension at tenth year students of SMK Negeri 1 Parepare.
2. Independent variable: The use of MURDER strategy to improve reading comprehension at tenth year students of SMK Negeri 1 Parepare.

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.5.2 Operational Definition

1. Reading comprehension is the ability to read a text, and the process of understanding meaning from a text.
2. MURDER (Mood, Understand, Recall, Digest, Expand, Review) learning strategy in connected by the learning results. MURDER containing six phases which is stand from mood phase by giving motivation, understand phase by underlining student's book, recall phase by discussing important points, digest phase by doing experiment, expand phase by literature studying, and review the whole material. MURDER learning strategy applied by giving evaluation sheets that is suitable with six phases of MURDER learning strategy.
3.

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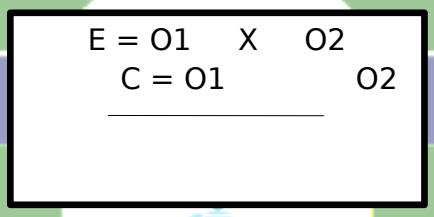
CHAPTER III

RESEARCH METHOD

3.1. Research Design

This research is quasi-experimental research with nonequivalent control group design. Cresswell said "quasi-experimental include assignment, but not random assignment of participant to group.[1] This research is presented as follows:



Where:

E: Experimental Class

C : Control Class

O_1 : Pre-test

O_2 : Post Test

X : Treatment in applying[2]

3.2. Location and Duration of the Research

1 John W. Creswell, *Education Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (New Jersey: Pearson Education, 2008), p. 309.

2 Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D*), (Bandung: Alfabeta, 2015), p. 116.

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The research is conducted in SMK Negeri 1 Parepare Jl. Bau Massepe No. 34 Parepare, South Sulawesi focusing to tenth year students on academic year 2019 and will take duration about two month.

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3.3. Population and Sample

1.3.1. Population

Population is the entire mass of observations, which is the parent group from which a sample is to be formed. Population means characteristics of a specific group.[3] The population of this research is tenth year students of SMK Negeri 1 Parepare in academic year 2019 which consist of ten classes where tenth year students consists of 255 students.

Table III.1 The Population at tenth Year Students of SMKN 1 Parepare

No	Kompetensi Keahlian	Classes	Population		Total
			Male	Female	
1.	Administrasi Perkantoran	X A1	14	16	30
		X A2	12	19	31
		X A3	8	22	30
4.	Akuntansi Keuangan	X B1	9	11	20
		X B2	12	8	20
		X B3	4	22	26
7.	Pemasaran	X C	23	6	29
8.	Multimedia	X D1	11	9	20
		X D2	10	9	19
10.	11. Akuntansi	12. X	13. 20	14. 10	15. 30

3Prabhat Pandey, Meenu Mishra Pandey, *Research Methodology: Tools and Techniques.* (Romania: Bridge Center, 2015), p.40.

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	Perbankan	E			
16. **Total Population**			17. 123	18. 132	19. 255

20. (Source of SMKN 1 Parepare)

1.3.2. Sample

21. Sample as defined as a number of member selected from the population.[4]

22. Based on the population, the researcher choose two classes those are X B1 and X B2 as sample by using purposive sampling. The researcher consider that the students understanding or knowledge about reading comprehension is balance. Besides, it is recommendation of English teacher.

23. Table III.2 Total Sample at tenth Year Students of SMKN 1 Parepare

24. No	**25. Class**		**26. Sample**		**27. Total**
			30. Male	**31. Female**	
1.	33. X B1	34. Control	35. 9	36. 11	37. 20
2.	38. X B2	39. Experiment	40. 12	41. 8	42. 20
43. Total Sample					44. 40

4Juliansyah Noor, *Metodologi Penelitian Skripsi, Thesis, Disertasi & Karya Ilmiah* (Prenada Media)

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3.4. Instrument of the Research

45. In this case, the researcher gave instrument test, this test has been applied in pre-test and post-test. The test is distributed to measure the students' reading comprehension in narrative text. The tests was given to students of experimental and control classes. The test is divide into two tests. They are pre-test gave before treatment, and post-test gave after doing the treatment. The type of the test is multiple choice and essay test, which consist 10 numbers.

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3.5. Procedure of Collecting Data

46. In this case, the researcher use data of students, through pre-test and post-test. The procedure of collecting data as follows:

3.5. 1. Pre-test

47. The research gave the pre-test to students. The pre-test used to find out the students' prior knowledge on reading comprehension of students before treatment. The research gave 5 multiple choice test, 5 essay test and the students get the opportunity to answer the test in one hour.

3.5. 2. Post-test

48. The post-test used to find out the students comprehension on reading after giving them treatment. Like in the pre-test, the researcher gave 5 multiple choice test, 5 essay test, and the students get the opportunity to answer the test in one hour.

.6. Treatment

49. The researcher gave for six meeting. In each meeting, researcher explained the construction of narrative text the language features of them, and gave a sample of them. The allocation time for each meeting is 2 x 45 minutes. In the treatment, the researcher gave a chance to students to read narrative text through the following steps:

3.6.1. Experimental class

3.6.1.1. The researcher gave greeting for the students to opened the class and check the students' attendance.

3.6.1.2. The researcher explained about narrative text, the generic structure and communicative goal of narrative text to students.

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3.6.1.3. The researcher explained how to find out the main idea of the narrative text.

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3.6.1.4. The researcher gave a chance to the students to asked about the unclear materials.

3.6.1.5. The researcher gave one topic about "Cinderella" in the first meeting, the second meeting was about "Pinocchio", the third meeting was about "The Blind Man and The Sun", the fourth meeting was about "The Proud Lion", the fifth meeting was about "The Wolf and The Lamb", and the last meeting was about "The Legend of Malin Kundang".

3.6.1.6. The researcher asked students their knowledge about the material.

3.6.1.7. The researcher made a positive (*Mood*) to the students then the teacher gave the motivation by telling about one of narrative text.

3.6.1.8. The researcher divided the students into 8 group one group consist 4 students then than each group divided to 2 pairs so that shaped small group A and B consist of 2 students from each small group.

3.6.1.9. The researcher gave the task to the students and then gave a mark or underline from the material is difficult to understand part individually or together with their group. The researcher walk around and monitor students' reading activity (*Understand*). The material is difficult to understand read repeadly by the students (*Recall*), after repeat the material the researcher ask the students to search for the meaning of the text that have been mark or underline in dictionary (*Digest)*. The researcher ask the students for search the material relationship with daily life and then develop it, for example make other questions related the material, thus making the students to be able to think analytically (*Expand*), after finishing the material the researcher and the students conclude and review the material (*Review*).

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3.6.1.10. The researcher asked the students about their problem during teaching and learning process.

3.6.1.11. The researcher evaluated the learning activities of students as a whole.

3.6.1.12. The researcher will closed the teaching process.

3.6.2. Control class

3.6.2.1. The researcher gave greeting for the students to opened the class and check the students' attendance.

3.6.2.2. The researcher explained about narrative text, the generic structure and communicative goal of narrative text to students.

3.6.2.3. The researcher explained how to find out the main idea of the narrative text.

3.6.2.4. The researcher gave students a paper to read the text of narrative text.

3.6.2.5. The researcher gave a chance to the students to asked about the unclear materials.

3.6.2.6. The researcher gave one topic about "Cinderella" in the first meeting, the second meeting was about "Pinocchio", the third meeting was about "The Blind Man and The Sun", the fourth meeting was about "The Proud Lion", the fifth meeting was about "The Wolf and The Lamb", and the last meeting was about "The Legend of Malin Kundang".

3.6.2.7. The researcher gave a chance to the students to asked about the unclear materials.

3.6.2.8. The researcher divided the students' in some group.

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3.6.2.9. Then the researcher gave the student a sheet of work paper, and answer the questions concerning the material that have been explained from the teacher.

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3.6.2.10. The researcher asked the students about their problem during teaching and learning process.

3.6.2.11. The researcher will closed the teaching process.

.7. Technique of Data Analysis

3.6.2.12. To analyze the data that have collected from the result of pre-test and post-test, some formulas used in this research as follows:

5.1.1. Scoring the students' correct answer of pre-test and post-test.[5]

3.6.2.13. Collecting raw score : $\frac{\text{students correct answer}}{\text{the total number of item}}$ x 100

3.6.2.14.

5.1.2. Classifying the students score.[6]

3.6.2.15. Table III.3 Classifying the student score

3.6.2.16. Score	3.6.2.17. Predicate	3.6.2.18. Categories
3.6.2.19. 80-100	3.6.2.20. A	3.6.2.21. Very Good
3.6.2.22. 66-79	3.6.2.23. B	3.6.2.24. Good
3.6.2.25. 56-65	3.6.2.26. C	3.6.2.27. Enough
3.6.2.28. 40-55	3.6.2.29. D	3.6.2.30. Less
3.6.2.31. 30-39	3.6.2.32. E	3.6.2.33. Bad

5.1.3. Calculating the frequency and percentage of the students

3.6.2.34. $P = \frac{f_q}{N} \times 100$

5Departemen Pendidikan Nasional. *Petunjuk Teknis Pengajaran Bahasa Inggris* (Jakarta: Depdiknas, 2003)

6Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*. (Jakarta: PT. Bumi Aksara, 2005), p. 245.

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3.6.2.35. Where : P: Percentage

3.6.2.36. F: Frequency

3.6.2.37. N: The total number of sample[7]

7Rismawati B, "*Using (Tahta) Game in Improving Students' Vocabulary at the Second Grade of SMP Negeri 8 Pinrang"* (Parepare: STAIN Parepare,2015), p.37.

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5.1.4. The mean score of the students' achievement:

5.1.5. $x = \frac{\Sigma}{N}$

5.1.6. Where: x : mean score

5.1.7. Σx: The sum of all score

5.1.8. N: The total number of sample[8]

5.1.9. Calculating the standard deviation of the students, researcher applied the following formula:

5.1.10. SD= $\sqrt{\frac{SS}{N-1}}$ where SS = ΣX^2- $\frac{(\Sigma X)}{N}$

5.1.11. Where: SD = The standard derivation

5.1.12. SS = The square root of the sum of squares

5.1.13. Σx = The sum of square

5.1.14. N = The total number of student[9]

5.1.15. Finding the difference of means score between pre-test and post-test by calculating the value of the test, applying for nonindependent sample t-test formulated:

5.1.16. $t = \sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$

5.1.17.

5.1.18. Where: t = test of significance

5.1.19. X_1 = mean score of experimental class

5.1.20. X_2 = mean score of control class

8Sukardi, *Methodologhy Penelitian Pendidikan Kompetensi dan Praktiknya*, (Jakarta: PT. Bumi Aksara, 2004),p.88.

9L.R Gay, Geoffrey,Peter, *Education Research Competencies for Analysis and Applications,Eight Edition,* (New Jersey: Pearson Merrill Prentice Hall,2006), p.343.

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5.1.21. SS_1 = the sum square of experimental class

5.1.22. SS_2 = the sum square of control class

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5.1.23. n_1 = the total number of experimental class

5.1.24. n_2 = the total number of control class[10]

5.1.25. Criteria of testing hypothesis

5.1.26. The statistical hypothesis in this research as follows:

5.1.27. H_0 : $\mu_1 \geq \mu_2$

5.1.28. H_a : $\mu_1 \neq \mu_2$

5.1.29. To the hypothesis, the researcher used one-tailed test, with 0,05 level of significance.

1. If t-table < t-test, H_a is accepted and H_o is rejected. It means that the applying MURDER strategy able to improve students' reading comprehension.
2. If t-test < t-table, H_0 is accepted and H_a is rejected. It means that the applying MURDER strategy unable to improve students' reading comprehension.[11]

5.1.30.

5.1.31.

10L.R Gay, Geoffrey,Peter, *Education Research Competencies for Analysis and Applications*,Eight Edition,p.351.

11Sugiyono, *Statistika Untuk Penelitian,* (Bandung: Alfabeta, 2010), p. 119

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses about the finding and discussion. The findings describe about the result of the data collected from the test. And discussion explains and interprets the findings. The result of the research will be described in the following description:

4.1. Findings

In finding out the effect of MURDER (Mood, Understand, Recall, Digest, Expand and Review) Strategy to the students reading comprehension, the researcher applied all procedures that had been showed in previous chapter. In addition the researcher had given pre-test and post-test to the students both in experimental group and control group. The result of each term is different. Moreover, it is continued by analyzing their score in pre-test and post-test between experimental group and control group. It aimed to find out the significant difference between the students form both classes.

4.1.1. The Data Analysis of Students' MURDER (Mood, Understand, Recall, Digest, Expand and Review) Strategy

The finding of the result deals with the classification of the students' score on the pre-test and post-test in experimental and control class.

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1. Experimental class

Table 4.1: The percentage scores of reading comprehension in pre-test in experimental class

classification	Score	predicate	Pre-test	
			F	%
very good	80-100	A	7	35
Good	66-79	B	7	34
Enough	56-65	C	4	20
Less	40-55	D	2	10
Bad	30-39	E		
Total			20	100

Table 4.2: The percentage scores of reading comprehension in post-test in experimental class

Classification	Score	predicate	post-test	
			F	%
very good	80-100	A	17	85
Good	66-79	B	2	10
Enough	56-65	C	1	5
Less	40-55	D		
Bad	30-39	E		
Total			20	100

Table 4.1 and 4.2 shows the students in the experimental class in pre-test and post-test. The pre-test score of experimental class shows that 4 (20%) out of 20 students is in a enough categories, and 2 (10%) out of 20 students are in less categories, But after giving the treatment, the table 4.2 shows that most the students score of experimental

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class in post-test are in good categories after giving treatment through MURDER (Mood, Understand, Recall, Digest, Expand and Review) Strategy 17 (85%) out of 20 students is in very good classification, and 2 (10%) out of 20 students is in good classification.

This could be the evidence that the strategy which the researcher applied in learning process has worked successfully on the students in experimental class. It based on data presented on the table 4.1 and 4.2 shows there are significant different between the students score in pre-test, where students score in post test is higher than the students score in pre-test.

2. Control Class

The following table described about the frequency and rate percentage of control class both of pre-test and post-test.

Table 4.3: The percentage scores of reading comprehension in pre-test in control class

Classification	Score	predicate	Pre-test	
			F	%
very good	80-100	A	11	55
Good	66-79	B	7	35
Enough	56-65	C		

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Less	40-55	D	2	10
Bad	30-39	E		
Total			20	100

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Table 4.4: The percentage scores of reading comprehension in post-test in control class

Classification	Score	predicate	post-test	
			F	%
very good	80-100	A	9	45
Good	66-79	B	8	40
Enough	56-65	C	1	5
Less	40-55	D	2	10
Bad	30-39	E		
Total			20	100

Table 4.3 and 4.4 shows the students in control class in pre-test and post-test. The pre-test score of control class shows that 7 (35%) out of 20 students are in good categories, and 2 (10%) students are less categories. After giving treatment without using MURDER (Mood, Understand, Recall, Digest, Expand and Review) Strategy, most of students score in control class are still in good classification. Where 8 (40%) out of 20 students is in good categories, and 1 (5 %) out of 20 students are in enough categories. Therefore, it can be concluded that teaching the reading comprehension can improve the students reading comprehension than without using MURDER (Mood, Understand, Recall, Digest, Expand and Review) Strategy

4.1.2. The Mean Score and Standard Deviation

The result of the students' pre-test and post-test, after calculating the mean score and standard deviation are presented in the following table:

The mean score and Standard Deviation of Pre-test

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Table 4.5. The Mean Score and Standard Deviation of Pre-test

Sample	Mean score	Standard deviation
experimental class	72,6	10,36
control class	77,25	13,13

The Table 4.5 shows that the mean score obtain by the students before giving the treatment both experimental class and control class is almost equal. It indicates that the ability of students in reading comprehension both class is almost same. Furthermore, the mean score obtain by the students in control class would be as a tool in monitoring the mean score obtain by the students in experimental class after giving some treatment. In addition, the standard deviation of pre-test in experimental and control class was categorizing high. It indicates that the number of deviation in the students reading comprehension both in experimental and control class is almost same before teach through MURDER (Mood, Understand, Recall, Digest, Expand and Review) Strategy

Table 4.6. The Mean Score and Standard Deviation of Post-test

Sample	Mean score	Standard deviation
experimental class	82,25	9,10
control class	74,25	10,79

The Table 4.6 shows that the mean score obtain by the students in experimental class higher than control class. It indicates that after getting treatment for six times through MURDER (Mood, Understand, Recall, Digest, Expand and

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Review) Strategy the students reading comprehension is increasing. Furthermore, the Mean Score in the pre-test of experimental class is 72,6 and after getting the treatment through MURDER (Mood, Understand, Recall, Digest, Expand and Review) Strategy the Mean Score in the post-test of experimental reduces to 82,25

After find out the mean score and standard deviation of the variable, the writer would tabulate result in the formula below:

$$t = \frac{\bar{X}_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{\bar{82,25} - 74,25}{\sqrt{\left(\frac{1573,75 + 2213,75}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{8}{\sqrt{\left(\frac{3787,5}{38}\right)\left(\frac{2}{20}\right)}}$$

$$t = \frac{8}{\sqrt{(99,67)(0,1)}}$$

$$t = \frac{8}{\sqrt{9,96}}$$

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$$t = \frac{8}{3{,}16}$$

$$t = 2{,}53$$

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Thus, the t-test value is 2,53 and it would compare with t-table which two-tailed test (2-tailed) with significance 5% where the researcher compared the result of students' reading comprehension between experimental class and control class.

4.1.2 Hypothesis Testing

To find out the degree of freedom (df) the researcher used the following formula:

Df = *N-1*

= 20-1

= 19

Df with significance (0,05) = 2,093

For the level significant (p) 5% and df = 19, and the value of the table is 2,093, while the value of the t-test is 2,53. It means that the t-test value is higher than t-table (2,53 > 2,093). Thus, it can be concluded that the students' reading comprehension through MURDER (Mood, Understand, Recall, Digest, Expand and Review) Strategy are significantly better after getting the treatment. So, based on the result above (H_a) or alternative hypothesis is accepted and (H_o) or null hypothesis is rejected.

Table 4.7 the test of significance

Variable	T-test	T-table value
Post-test E– Post-test C	2.53	2.093

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The data above showed that the value of the t-test was higher than the t-table value. It indicated that there was a significant difference between the result students' post-test.

4.1.3. The way MURDER Strategy improve reading comprehension students

MURDER strategy is an effective strategy to be implemented in English class to improve senior high school students' reading comprehension. By implementing MURDER strategy, the teacher could stimulate students' creative in learning English. MURDER strategy also helps the senior high school students to be more active and creative in the learning process.[1] MURDER (Mood, Understand, Recall, Digest, Expand, and Review) learning strategy in connected by the learning results. MURDER containing six phases which is stand from mood phase by giving motivation, understand phase by underlining student's book, recall phase by discussing important points, digest phase by doing experiment, expand phase by literature studying, and review the whole material. MURDER learning strategy applied by giving evaluation sheets that is suitable with six phases of MURDER learning strategy.[2]

The researcher gave treatment for six times. In first meeting was on January 2019, the researcher gave material about narrative text with the title "Cinderella", the

1 H Lalu Suparman, "MURDER Strategy and Achievement Motivation UponStudents' Reading Comprehension" Studi Keislaman dan Ilmu Pendidikan 3, no. 2 (November 2015), p. 141.

2Triya Hidayatiningsih and Nadi Suprapto, "Pengaruh Strategi Pembelajaran MURDER (MOOD, UNDERSTAND, RECALL, DIGEST, EXPAND, REVIEW) Terhadap Hasil Belajar Peserta Didik Pada Materi Alat-alat Optik di SMAN I Puri Mojokerto," *Inovasi Pendidikan Fisika* 2, no. 2, (2013), p. 103.

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second meeting was about “Pinocchio”, the third meeting was about “The Blind Man and The Sun”, the fourth meeting was about “The Proud Lion”, the fifth meeting was

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about “The Wolf and The Lamb”, and the last meeting was about “The Legend of Malin Kundang”.

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

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

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

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

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The next step is Expand. Here the students are guided in making the information in the summary more memorable. They try to give some examples related to the text by using their prior knowledge. By doing this step, students able to improve their prior knowledge by reading many text books and references.

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

After the resercher gave treatment for six times, the researcher found that there is significance improvement on reading comprehension students. It figures out that the students' score in answering questions about the text was improve after six meetings.

4.2. Discussion

Reading is a complex process that requires the active participation of the reader for the construction of literacy knowledge. That is why, it is important to teach students good reading strategies in order to help them in the development of the literacy knowledge. Furthermore because reading goes beyond decoding. The proficient readers must be able to recognize the purpose of reading is to make sense of what is written. According to the researcher observation in SMK NEGERI 1 PAREPARE, the researcher found that the students' reading comprehension is still low. So, to face this problem, the teacher must use a strategy that can help students read well and students understand what they read. Then the researcher choose one of strategies that applied was MURDER (Mood, Understand, Recall, Digest, Expand and Review).

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For this strategy, The teacher extend the purpose of the learning and make a positive (mood) to the students then the teacher gave the motivation by telling about one of narrative text. After they have positive mood, the teacher asked the students to make a small group consist of 2 students. And then, the teacher gave students assignment about narrative text and asked the students to mark or underline the difficult words from the text. After repeat the material the students search for the meaning of the text that have been underline in dictionary (Digest). And then, Member group develop their own understanding (expand) the material assignment of teacher by searching another information from literature and then collect assignment. After lesson finish teaching and students conclude and motive learners to always review the material.

The researcher gave treatment for six times to each class, In first meeting in experimental class was on January 9th 2019 the researcher gave material about narrative text with the title "Cinderella". The second meeting was "Pinocchio". The third meeting was "The Blind Man and The Sun". The fourth meeting was "The Proud Lion". The fifth meeting was "The Wolf and The Lamb" and the sixth meeting was "The Legend of Malin Kundang". The researcher taught the students step in MURDER Strategy. While, control class the researcher gave the same title about narrative text. Then, the researcher gave students chance to answer the question about the text. The main difference was how the students understand about the text. For control class the students only answer the question.

After giving treatment for six times to each class there was an increase of the students score from pre test to post test. It was showed by the mean score in experimental class was 82.25 and control class was 74.25. The experimental class

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there was significant different between control class because the strategy used in the class was more effective and interest. In the experimental class MURDER strategy able to improve the students make reflection on their strengths, progress, and weaknesses when developing their reading comprehension, so that the students can monitor their learning progress. Besides, the students are active learners in the learning process, rather than recipients of information since they are engaged in learning by doing. While in control class students achievement was lower than experimental class because the conventional method that the researcher gave just ask the students to read the text and doing the assignment without understand the text well.

The researcher found that there was significance difference in the quality of the students reading comprehension before and after research. After teaching through MURDER strategy. It showed that the t-test(2.53) value in post-test was higher than t-table value (2.093) with degree of freedom (df) was 19, $p = 0.05$ This indicates that the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted because t-test value is greater than t-table value. It means that tenth year student of SMK Negeri 1 Parepare could effective their reading comprehension by using MURDER Strategy.

This research was supported by H Lalu Suparman stated that there is an effective strategy to be implemented in English class to improve senior high school students' reading comprehension. By implementing MURDER strategy, the teacher

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could stimulate students' creative in learning English. MURDER strategy also helps the senior high school students to be more active and creative in the learning process.[3]

Based on the result above , the researcher calculated that the used of related words strategy in teaching reading comprehension of tenth year students of SMK Negeri 1 Parepare is effective.

3H Lalu Suparman, "MURDER Strategy and Achievement Motivation UponStudents' Reading Comprehension" Studi Keislaman dan Ilmu Pendidikan 3, no. 2 (November 2015), p. 141.

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CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the finding and discussion of the previous chapter in this study, the writer concluded that:

1. For the first research problem, MURDER Strategy can helps students on reading comprhension at tenth year of SMK Negeri 1 Parepare. It can be said that there is difference between the achivements of the students after being taugh trough MURDER Strategy, their achievement improve based on the result of students' assignment in reading comprehension test.
2. For the second research problem, MURDER (Mood, Understand, Recall, Digest, Expand and Review) improved students' reading comprehension at tenth year students of SMK Negeri 1 Parepare. T-test result in which the value of the t-test was 2.53 than t-table was 2, 093 at the level significance and degree of freedom (df) was 19.

5.2. Suggestion

In respect to the conclusion for the improvement of students' Engliash achievement in learning reading ability, the researcher give some suggestion as followed:

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5.2.1. For the English teacher:

1. They should apply the MURDER Strategy in order to make students easy to increase their reading ability.
2. They should make the English class more effective, efficient, convenient, and motivating for students which make students get high interesting to learn especially reading ability.

5.2.2. For the students

5.2.3. With this strategy, the researcher hopes the students can encourage and study hard to get success in study.

5.2.4. For the next researcher

5.2.5. It is one of some various strategies of teaching English as motivator for students, so the researcher should find out more technique to make students interested in their study.

5.2.6.

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APPENDICES

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APPENDIX 1 (LESSON PLAN)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMK Negeri 1 Parepare

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X/ I (Ganjil)

Pertemuan : I (Pertama)

Jenis Teks : *Narrative Text*

Tema : Cinderella

Aspek/ Skill : Membaca

Standar Kompetensi : 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi dasar : 10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative.*

Indikator : Melakukan monolog pendek sederhana dalam bentuk *narrative*.

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A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.
2. Peserta didik dapat mengidentifikasi dan memhami isi dalam teks bacaan
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa inggris

B. Materi Ajar (Materi pokok)

C. Teks berjudul "Cinderella"

D. Strategi pembelajaran

E. Strategi : MURDER (Mood, Understand, Recall, Digest, Expand and Review)

F. Langkah-langkah Kegiatan

G. N	H. Kegiatan belajar	I. waktu
J. 1 K. L. M. N. O.	**BQ. Kegiatan awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait **BR. Kegiatan inti** BS.Eksplorasi	BV. BW. BX. BY. 10 menit

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2 P. Q. R. S. T. U. V. W. X. Y. Z. AA. AB. AC. AD. AE. AF. AG. AH. AI. AJ. AK. AL.	➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terakit materi bacaan dan menjelaskan strategi MURDER ➢ Peneliti menjelaskan pengertian dan langkah-langkah strategi MURDER terhadap bacaan dengan baik dan benar. BT.Elaborasi ➢ Peneliti menyampaikan tujuan pembelajaran dan menumbuhkan suasana hati yang positif (*Mood*) peserta didik dengan memotivasi dengan menceritakan salah satu cerita. ➢ Peneliti membagi peserta didik kedalam 8 kelompok satu kelompok terdiri dari 4 peserta didik kemudian setiap kelompok dibagi mejadi 2 peserta didik dari masing-masing kelompok kecil. ➢ Peneliti membagikan teks bacaan yang berjudul “Cinderella”. ➢ Peneliti memberikan sebuah tugas kepada peserta didik dan kemudian memberi tanda atau garis bawah pada materi yang sulit	ni t BZ. CA. CB. CC. CD. CE. CF. CG. CH. CI. CJ. CK. CL. CM. CN. 65 m e ni t CO. CP.

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AM.	dipahami oleh sebagian individu atau bersama	CQ.
AN.	dengan kelompok. peneliti berjalan	CR.
AO.	mengelilingi dan memantau aktifitas membaca	CS.
AP.	peserta didik (*Understand*). Materi yang sulit	CT.
AQ.	dipahami dibaca berulang-ulang oleh siswa	CU.
AR.	(*Recall*).	CV.
AS.	➢ Peneliti meminta siswa untuk mencari arti dari	CW.
AT.	teks yang sudah ditandai atau digaris bawahi	CX.
AU.	dalam kamus (*Digest*).	CY.
AV.	➢ Peneliti meminta peserta didik untuk mencari	CZ.
AW.	materi yang berhubungan dengan keseharian	DA.
AX.	dan kemudian dikembangkan. Misalnya	DB.
AY.	membuat beberapa pertanyaan yang	DC.
AZ.	berhubungan dengan materi, sehingga	DD.
BA.	membuat peserta didik dapat berpikir dengan	DE.
BB.	menganalisis (*Expand*). Setelah materi selesai	DF.
BC.	peneliti menyimpulkan dan memeriksa materi	DG.
BD.	(*Review*).	DH.
BE.	➢ Peneliti menanyakan kepada peserta didik	DI.
BF.	tentang masalah mereka selama proses belajar	DJ.
BG.	mengajar.	DK.
BH.	**BU. Kegiatan akhir**	DL.
BI.	➢ Peneliti melakukan evaluasi terhadap kegiatan	DM.
BJ.	belajar peserta didik secara menyeluruh.	DN.

IAIN PAREPARE
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3 BK. BL. BM. BN. BO. BP.	➢ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ➢ Peneliti menutup pembelajaran dengan mengucap salam	DO. DP. DQ. DR. DS. DT. DU. DV. DW. DX. DY. 15 menit

DZ.

EA. Sumber belajar/ Bahan/ Alat

EB. Sumber : Buku teks yang relevan dan internet.

EC. Alat : Kamus lengkap bahasa inggris

ED. Bahan pembelajaran : Teks bacaan bahasa inggris

EE. Penilaian

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- Teknik : Meminta siswa untuk menjawab beberapa pertanyaan
- Bentuk : Pertanyaan tulisan
- Intrument : Narrative Text

EF.

Cinderella

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

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EQ. RENCANA PELAKSANAAN PEMBELAJARAN

ER. (RPP)

ES.

ET. Nama Sekolah : SMK Negeri 1 Parepare

EU. Mata Pelajaran : Bahasa Inggris

EV. Kelas/ Semester : X/ I (Ganjil)

EW. Pertemuan : II (Kedua)

EX. Jenis Teks : *Narrative Text*

EY. Tema : Pinocchio

EZ. Aspek/ Skill : Membaca

FA. Standar Kompetensi : 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.

FB. Kompetensi dasar : 10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative.*

FC. Indikator : Melakukan monolog pendek sederhana dalam bentuk *narrative*.

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A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.
2. Peserta didik dapat mengidentifikasi dan memhami isi dalam teks bacaan
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa inggris

B. Materi Ajar (Materi pokok)

FD. Teks berjudul "Pinocchio"

C. Strategi pembelajaran

FE. Strategi : MURDER (Mood, Understand, Recall, Digest, Expand and Review)

D. Langkah-langkah Kegiatan

FF. N	FG. Kegiatan belajar	FH. waktu
FI. 1 FJ. FK. FL. FM. FN. FO. FP.	**HR.** **Kegiatan awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait **HS.** **HT.** **Kegiatan inti** HU. Eksplorasi	HX. HY. HZ. IA. 10 menit

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2 FQ. FR. FS. FT. FU. FV. FW. FX. FY. FZ. GA. GB. GC. GD. GE. GF. GG. GH. GI. GJ. GK. GL. GM.	➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terakit materi bacaan dan menjelaskan strategi MURDER ➢ Peneliti menjelaskan pengertian dan langkah-langkah strategi MURDER terhadap bacaan dengan baik dan benar. HV. Elaborasi ➢ Peneliti menyampaikan tujuan pembelajaran dan menumbuhkan suasana hati yang positif (*Mood*) peserta didik dengan memotivasi dengan menceritakan salah satu cerita. ➢ Peneliti membagi peserta didik kedalam 8 kelompok satu kelompok terdiri dari 4 peserta didik kemudian setiap kelompok dibagi mejadi 2 peserta didik dari masing-masing kelompok kecil. ➢ Peneliti membagikan teks bacaan yang berjudul “Pinocchio”. ➢ Peneliti memberikan sebuah tugas kepada peserta didik dan kemudian memberi tanda atau garis bawah pada materi yang sulit	t IB. IC. ID. IE. IF. IG. IH. II. IJ. IK. IL. IM. IN. IO. IP. 6 5 m e ni t IQ. IR. IS.

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GN.	dipahami oleh sebagian individu atau bersama	IT.
GO.	dengan kelompok. peneliti berjalan	IU.
GP.	mengelilingi dan memantau aktifitas membaca	IV.
GQ.	peserta didik (*Understand*). Materi yang sulit	IW.
GR.	dipahami dibaca berulang-ulang oleh siswa	IX.
GS.	(*Recall*).	IY.
GT.	➢ Peneliti meminta siswa untuk mencari arti dari	IZ.
GU.	teks yang sudah ditandai atau digaris bawahi	JA.
GV.	dalam kamus (*Digest*).	JB.
GW.	➢ Peneliti meminta peserta didik untuk mencari	JC.
GX.	materi yang berhubungan dengan keseharian	JD.
GY.	dan kemudian dikembangkan. Misalnya	JE.
GZ.	membuat beberapa pertanyaan yang	JF.
HA.	berhubungan dengan materi, sehingga	JG.
HB.	membuat peserta didik dapat berpikir dengan	JH.
HC.	menganalisis (*Expand*). Setelah materi selesai	JI.
HD.	peneliti menyimpulkan dan memeriksa materi	JJ.
HE.	(*Review*).	JK.
HF.	➢ Peneliti menanyakan kepada peserta didik	JL.
HG.	tentang masalah mereka selama proses belajar	JM.
HH.	mengajar.	JN.
HI.	**HW. Kegiatan akhir**	JO.
HJ.	➢ Peneliti melakukan evaluasi terhadap kegiatan	JP.
HK.	belajar peserta didik secara menyeluruh.	JQ.

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3 HL. HM. HN. HO. HP. HQ.	➢ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ➢ Peneliti menutup pembelajaran dengan mengucap salam	JR. JS. JT. JU. JV. JW. JX. JY. JZ. KA. 15 menit

KB.

E. Sumber belajar/ Bahan/ Alat

KC. Sumber : Buku teks yang relevan dan internet.

KD. Alat : Kamus lengkap bahasa inggris

KE. Bahan pembelajaran : Teks bacaan bahasa inggris

KF. Instrument : Narrative text

KG.

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KH.

KI.

KJ.

KK.

Pinocchio

In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream.

In the next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied.

The next morning, Pinocchio was kidnapped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out.

In the other side, Pinocchio finally could escape out from the circus. He came

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KY.

KZ.

LA.

LB.

LC.

LD.

LE.

LF.

LG. RENCANA PELAKSANAAN PEMBELAJARAN

LH. (RPP)

LI.

LJ. Nama Sekolah : SMK Negeri 1 Parepare

LK. Mata Pelajaran : Bahasa Inggris

LL. Kelas/ Semester : X/ I (Ganjil)

LM. Pertemuan : III (Ketiga)

LN. Jenis Teks : *Narrative Text*

LO. Tema : The Blind Man and The Sun

LP. Aspek/ Skill : Membaca

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LQ. Standar Kompetensi : 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.

LR. Kompetensi dasar : 10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative.*

LS. Indikator : Melakukan monolog pendek sederhana dalam bentuk *narrative*.

LT.

A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.
2. Peserta didik dapat mengidentifikasi dan memhami isi dalam teks bacaan
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa inggris

B. Materi Ajar (Materi pokok)

LU. Teks berjudul "The Blind Man and The Sun"

C. Strategi pembelajaran

LV. Strategi : MURDER (Mood, Understand, Recall, Digest, Expand and Review)

D. Langkah-langkah Kegiatan

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LW. N	LX. Kegiatan belajar	LY. waktu
LZ. 1 MA. MB. MC. MD. ME. MF. 2 MG. MH. MI. MJ. MK. ML. MM. MN. MO. MP. MQ.	**OI. Kegiatan awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait **OJ.** **OK. Kegiatan inti** OL. Eksplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terakit materi bacaan dan menjelaskan strategi MURDER ➢ Peneliti menjelaskan pengertian dan langkah-langkah strategi MURDER terhadap bacaan dengan baik dan benar. OM. Elaborasi ➢ Peneliti menyampaikan tujuan pembelajaran dan menumbuhkan suasana hati yang positif	OP. OQ. OR. OS. 10 m e ni t OT. OU. OV. OW. OX. OY. OZ. PA. PB. PC. PD.

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MR.		(*Mood*) peserta didik dengan memotivasi	PE.
MS.		dengan menceritakan salah satu cerita.	PF.
MT.	➢	Peneliti membagi peserta didik kedalam 8	PG.
MU.		kelompok satu kelompok terdiri dari 4 peserta	PH.
MV.		didik kemudian setiap kelompok dibagi mejadi	65
MW.		2 peserta didik dari masing-masing kelompok	m
MX.		kecil.	e
MY.	➢	Peneliti membagikan teks bacaan yang	ni
MZ.		berjudul "The Blind Man and The Sun".	t
NA.	➢	Peneliti memberikan sebuah tugas kepada	PI.
NB.		peserta didik dan kemudian memberi tanda	PJ.
NC.		atau garis bawah pada materi yang sulit	PK.
ND.		dipahami oleh sebagian individu atau bersama	PL.
NE.		dengan kelompok. peneliti berjalan	PM.
NF.		mengelilingi dan memantau aktifitas membaca	PN.
NG.		peserta didik (*Understand*). Materi yang sulit	PO.
NH.		dipahami dibaca berulang-ulang oleh siswa	PP.
NI.		(*Recall*).	PQ.
NJ.	➢	Peneliti meminta siswa untuk mencari arti dari	PR.
NK.		teks yang sudah ditandai atau digaris bawahi	PS.
NL.		dalam kamus (*Digest*).	PT.
NM.	➢	Peneliti meminta peserta didik untuk mencari	PU.
NN.		materi yang berhubungan dengan keseharian	PV.
NO.		dan kemudian dikembangkan. Misalnya	PW.

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NP.		membuat beberapa pertanyaan yang	PX.
NQ.		berhubungan dengan materi, sehingga	PY.
NR.		membuat peserta didik dapat berpikir dengan	PZ.
NS.		menganalisis (*Expand*). Setelah materi selesai	QA.
NT.		peneliti menyimpulkan dan memeriksa materi	QB.
NU.		(*Review*).	QC.
NV.	➢	Peneliti menanyakan kepada peserta didik	QD.
NW.		tentang masalah mereka selama proses belajar	QE.
NX.		mengajar.	QF.
NY.	ON.		QG.
NZ.	**OO.**	**Kegiatan akhir**	QH.
OA.	➢	Peneliti melakukan evaluasi terhadap kegiatan	QI.
OB.		belajar peserta didik secara menyeluruh.	QJ.
3	➢	Menyampaikan rencana pembelajaran pada	QK.
		pertemuan berikutnya.	QL.
OC.	➢	Peneliti menutup pembelajaran dengan	QM.
OD.		mengucap salam	QN.
OE.			QO.
OF.			QP.
OG.			QQ.
OH.			QR.
			QS.
			15
			m

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		e ni t

QT.

E. Sumber belajar/ Bahan/ Alat

QU. Sumber : Buku teks yang relevan dan internet.

QV. Alat : Kamus lengkap bahasa inggris

QW. Bahan pembelajaran : Teks bacaan bahasa inggris

QX. Instrument : Narrative text

QY.

QZ.

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RA. THE MATERIAL OF THE TREATMENT

The Blind Man and The Sun

Once upon a time, there lived a blind man who had never seen the sun. He asked a friend to tell him what it was like.

"It's like a brass plate," his friend said. The blind man hit a brass plate with a stick and listened to the sound. Every time he heard a similar sound, he thought it was the sun.

His friend explained, "The sun is like a candle." The blind man felt a candle with his hand. He believed it was the same shape as the sun.

Then his last friend told him that the sun is like a great ball of fire. Later that winter, whenever the blind man sat in front of a fire, he thought it was the sun.

The sun is really quite different from all these things; but the blind man did not know this because he could not see it.

In the same way, the Truth is often hard to see. If you cannot see the Truth when it is right in front of you, then you are just like the blind man.

Taken From : Step by Step (Azhar Arsyad)

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RB. RENCANA PELAKSANAAN PEMBELAJARAN

RC. (RPP)

RD.

RE. Nama Sekolah : SMK Negeri 1 Parepare

RF. Mata Pelajaran : Bahasa Inggris

RG. Kelas/ Semester : X/ I (Ganjil)

RH. Pertemuan : IV (Keempat)

RI. Jenis Teks : *Narrative Text*

RJ. Tema : The Proud Lion

RK. Aspek/ Skill : Membaca

RL. Standar Kompetensi : 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.

RM. Kompetensi dasar : 10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative.*

RN. Indikator : Melakukan monolog pendek sederhana dalam bentuk *narrative*.

RO.

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A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.
2. Peserta didik dapat mengidentifikasi dan memhami isi dalam teks bacaan
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa inggris

B. Materi Ajar (Materi pokok)

RP. Teks berjudul "The Proud Lion"

C. Strategi pembelajaran

RQ. Strategi : MURDER (Mood, Understand, Recall, Digest, Expand and Review)

D. Langkah-langkah Kegiatan

RR. N	RS.Kegiatan belajar	RT.waktu
RU. 1 RV. RW. RX. RY. RZ.	**UC. Kegiatan awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait **UD.** **UE. Kegiatan inti**	UI. UJ. UK. UL. 10 menit

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SA.	UF.	Eksplorasi	ni
2	➢	Peneliti memberikan stimulus dengan memberi	t
SB.		motivasi terkait materi yang akan dipelajari	UM.
SC.		kepada peserta didik	UN.
SD.	➢	Peneliti menanyakan pengetahuan awal peserta	UO.
SE.		didik terakit materi bacaan dan menjelaskan	UP.
SF.		strategi MURDER	UQ.
SG.	➢	Peneliti menjelaskan pengertian dan langkah-	UR.
SH.		langkah strategi MURDER terhadap bacaan	US.
SI.		dengan baik dan benar.	UT.
SJ.	UG.	Elaborasi	UU.
SK.	➢	Peneliti menyampaikan tujuan pembelajaran	UV.
SL.		dan menumbuhkan suasana hati yang positif	UW.
SM.		(*Mood*) peserta didik dengan memotivasi	UX.
SN.		dengan menceritakan salah satu cerita.	UY.
SO.	➢	Peneliti membagi peserta didik kedalam 8	UZ.
SP.		kelompok satu kelompok terdiri dari 4 peserta	65
SQ.		didik kemudian setiap kelompok dibagi mejadi	m
SR.		2 peserta didik dari masing-masing kelompok	e
SS.		kecil.	ni
ST.	➢	Peneliti membagikan teks bacaan yang	t
SU.		berjudul “The Proud Lion”.	VA.
SV.	➢	Peneliti memberikan sebuah tugas kepada	VB.
SW.		peserta didik dan kemudian memberi tanda	VC.

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SX.	atau garis bawah pada materi yang sulit	VD.
SY.	dipahami oleh sebagian individu atau bersama	VE.
SZ.	dengan kelompok. peneliti berjalan	VF.
TA.	mengelilingi dan memantau aktifitas membaca	VG.
TB.	peserta didik (*Understand*). Materi yang sulit	VH.
TC.	dipahami dibaca berulang-ulang oleh siswa	VI.
TD.	(*Recall*).	VJ.
TE.	➢ Peneliti meminta siswa untuk mencari arti dari	VK.
TF.	teks yang sudah ditandai atau digaris bawahi	VL.
TG.	dalam kamus (*Digest*).	VM.
TH.	➢ Peneliti meminta peserta didik untuk mencari	VN.
TI.	materi yang berhubungan dengan keseharian	VO.
TJ.	dan kemudian dikembangkan. Misalnya	VP.
TK.	membuat beberapa pertanyaan yang	VQ.
TL.	berhubungan dengan materi, sehingga	VR.
TM.	membuat peserta didik dapat berpikir dengan	VS.
TN.	menganalisis (*Expand*). Setelah materi selesai	VT.
TO.	peneliti menyimpulkan dan memeriksa materi	VU.
TP.	(*Review*).	VV.
TQ.	➢ Peneliti menanyakan kepada peserta didik	VW.
TR.	tentang masalah mereka selama proses belajar	VX.
TS.	mengajar.	VY.
TT.	**UH. Kegiatan akhir**	VZ.
TU.	➢ Peneliti melakukan evaluasi terhadap kegiatan	WA.

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TV.	belajar peserta didik secara menyeluruh.	WB.
3	➢ Menyampaikan rencana pembelajaran pada	WC.
	pertemuan berikutnya.	WD.
TW.	➢ Peneliti menutup pembelajaran dengan	WE.
TX.	mengucap salam	WF.
TY.		WG.
TZ.		WH.
UA.		WI.
UB.		WJ.
		WK.
		15 menit

WL.

E. Sumber belajar/ Bahan/ Alat

WM. Sumber : Buku teks yang relevan dan internet.

WN. Alat : Kamus lengkap bahasa inggris

WO. Bahan pembelajaran : Teks bacaan bahasa inggris

WP. Instrument : Narrative text

WQ.

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WR.

WS.

WT.

WU.

The Proud Lion

One day, a rat walked past a lion sleeping in a deep forest. Just then, the lion woke up and saw the rat. He caught it with his paw.

"What a tasty meal!" he said. "Mr. Lion, king on the forest," cried the rat, "please have pity on me. I'm too small to make a good meal for you. If you'll let me go, I shall always be grateful to you. Perhaps one day I shall be able to repay your kindness."

The lion laughed, How can you ever repay me?". But as he was not feeling very hungry, he let the rat go.

The next day, the rat heard an loud noise in the forest. He ran to see what it was. It was the lion. He had fallen into a hole in the ground and was caught in a rope net.

The lion looked up and saw the rat. "Mr. rat," he called out "Mr. rat, please jump down and help me". The rat jumped down into a hole quickly. He started to bite trough to the rope net. The lion was soon able to climb out of the hole.

"Mr. lion, "said the rat, "yesterday you were very proud. You thought I was small and helpless. Today, I was able to save your life. I hope you will never forget that although you near big and strong, even someone as small as I can help you.

Taken From : Step by Step (Azhar Arsyad)

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XB. RENCANA PELAKSANAAN PEMBELAJARAN

XC. (RPP)

XD.

XE. Nama Sekolah : SMK Negeri 1 Parepare

XF. Mata Pelajaran : Bahasa Inggris

XG. Kelas/ Semester : X/ I (Ganjil)

XH. Pertemuan : V (Kelima)

XI. Jenis Teks : *Narrative Text*

XJ. Tema : The Wolf and The Lamb

XK. Aspek/ Skill : Membaca

XL. Standar Kompetensi : 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.

XM. Kompetensi dasar : 10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative.*

XN. Indikator : Melakukan monolog pendek sederhana dalam bentuk *narrative*.

XO.

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A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.
2. Peserta didik dapat mengidentifikasi dan memhami isi dalam teks bacaan
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa inggris

B. Materi Ajar (Materi pokok)

XP. Teks berjudul "The Wolf and The Lamb"

C. Strategi pembelajaran

XQ. Strategi : MURDER (Mood, Understand, Recall, Digest, Expand and Review)

D. Langkah-langkah Kegiatan

XR. N	XS. Kegiatan belajar	XT. waktu
XU. 1 XV. XW. XX. XY. XZ. 2 YA.	**AAB. Kegiatan awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait **AAC. Kegiatan inti** AAD. Eksplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari	AAG. AAH. AAI. AAJ. 10 menit

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YB.		kepada peserta didik	AAK.
YC.	➢	Peneliti menanyakan pengetahuan awal peserta	AAL.
YD.		didik terakit materi bacaan dan menjelaskan	AAM.
YE.		strategi MURDER	AAN.
YF.	➢	Peneliti menjelaskan pengertian dan langkah-	AAO.
YG.		langkah strategi MURDER terhadap bacaan	AAP.
YH.		dengan baik dan benar.	AAQ.
YI.	AAE.	Elaborasi	AAR.
YJ.	➢	Peneliti menyampaikan tujuan pembelajaran	AAS.
YK.		dan menumbuhkan suasana hati yang positif	AAT.
YL.		(*Mood*) peserta didik dengan memotivasi	AAU.
YM.		dengan menceritakan salah satu cerita.	AAV.
YN.	➢	Peneliti membagi peserta didik kedalam 8	AAW.
YO.		kelompok satu kelompok terdiri dari 4 peserta	AAX.
YP.		didik kemudian setiap kelompok dibagi mejadi	AAY.
YQ.		2 peserta didik dari masing-masing kelompok	65
YR.		kecil.	m
YS.	➢	Peneliti membagikan teks bacaan yang	e
YT.		berjudul “The Wolf and The Lamb”.	ni
YU.	➢	Peneliti memberikan sebuah tugas kepada	t
YV.		peserta didik dan kemudian memberi tanda	AAZ.
YW.		atau garis bawah pada materi yang sulit	ABA.
YX.		dipahami oleh sebagian individu atau bersama	ABB.
YY.		dengan kelompok. peneliti berjalan	ABC.

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YZ.	mengelilingi dan memantau aktifitas membaca	ABD.
ZA.	peserta didik (*Understand*). Materi yang sulit	ABE.
ZB.	dipahami dibaca berulang-ulang oleh siswa	ABF.
ZC.	(*Recall*).	ABG.
ZD.	➢ Peneliti meminta siswa untuk mencari arti dari	ABH.
ZE.	teks yang sudah ditandai atau digaris bawahi	ABI.
ZF.	dalam kamus (*Digest*).	ABJ.
ZG.	➢ Peneliti meminta peserta didik untuk mencari	ABK.
ZH.	materi yang berhubungan dengan keseharian	ABL.
ZI.	dan kemudian dikembangkan. Misalnya	ABM.
ZJ.	membuat beberapa pertanyaan yang	ABN.
ZK.	berhubungan dengan materi, sehingga	ABO.
ZL.	membuat peserta didik dapat berpikir dengan	ABP.
ZM.	menganalisis (*Expand*). Setelah materi selesai	ABQ.
ZN.	peneliti menyimpulkan dan memeriksa materi	ABR.
ZO.	(*Review*).	ABS.
ZP.	➢ Peneliti menanyakan kepada peserta didik	ABT.
ZQ.	tentang masalah mereka selama proses belajar	ABU.
ZR.	mengajar.	ABV.
ZS.	**AAF. Kegiatan akhir**	ABW.
ZT.	➢ Peneliti melakukan evaluasi terhadap kegiatan	ABX.
ZU.	belajar peserta didik secara menyeluruh.	ABY.
3	➢ Menyampaikan rencana pembelajaran pada	ABZ.
	pertemuan berikutnya.	ACA.

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ZV. ZW. ZX. ZY. ZZ. AAA.	➢ Peneliti menutup pembelajaran dengan mengucap salam	ACB. ACC. ACD. ACE. ACF. ACG. ACH. ACI. ACJ. 15 menit

E. Sumber belajar/ Bahan/ Alat

ACK. Sumber : Buku teks yang relevan dan internet.

ACL. Alat : Kamus lengkap bahasa inggris

ACM. Bahan pembelajaran : Teks bacaan bahasa inggris

ACN. Instrument : Narrative text

ACO.

ACP.

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ACQ.

ACR.

ACS.

ACT.

"The Wolf and The Lamb"

A lamb was grazing with a flock of sheep one day. She soon found some sweet grass at the edge of the field. Farther and farther she went, away from the others.

She was enjoying herself so much that she did not notice a wolf coming nearer to her. However, when it pounced on her, she was quick to start pleading, "Please, please don't eat me yet. My stomach is full of grass. If you wait a while, I will taste much better." The wolf thought that was a good idea, so he sat down and waited.

After a while, the lamb said, "If you allow me to dance, the grass in my stomach will be digested faster." Again the wolf agreed. While the lamb was dancing, she had a new idea. She said, "Please take the bell from around my neck. If you ring it as hard as you can, I will be able to dance even faster.

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened the wolf away and saved the lamb's life.

Taken from: www.ptt.edu

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ADC. RENCANA PELAKSANAAN PEMBELAJARAN

ADD. (RPP)

ADE.

ADF. Nama Sekolah : SMK Negeri 1 Parepare

ADG. Mata Pelajaran : Bahasa Inggris

ADH. Kelas/ Semester : X/ I (Ganjil)

ADI. Pertemuan : VI (Keenam)

ADJ. Jenis Teks : *Narrative Text*

ADK. Tema : The Legend of Malin Kundang

ADL. Aspek/ Skill : Membaca

ADM. Standar Kompetensi : 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.

ADN. Kompetensi dasar : 10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative.*

ADO. Indikator : Melakukan monolog pendek sederhana dalam bentuk *narrative*.

ADP.

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A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.
2. Peserta didik dapat mengidentifikasi dan memhami isi dalam teks bacaan
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa inggris

B. Materi Ajar (Materi pokok)

ADQ. Teks berjudul "The Legend of Malin Kundang"

C. Strategi pembelajaran

ADR. Strategi : MURDER (Mood, Understand, Recall, Digest, Expand and Review)

D. Langkah-langkah Kegiatan

ADS. N	ADT. Kegiatan belajar	ADU. waktu
ADV. 1 ADW. ADX. ADY. ADZ. AEA. 2 AEB.	**AGC. Kegiatan awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait **AGD. Kegiatan inti** AGE. Eksplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari	AGH. AGI. AGJ. AGK. 10 menit

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AEC.	kepada peserta didik	AGL.
AED. ➢	Peneliti menanyakan pengetahuan awal peserta	AGM.
AEE.	didik terakit materi bacaan dan menjelaskan	AGN.
AEF.	strategi MURDER	AGO.
AEG. ➢	Peneliti menjelaskan pengertian dan langkah-	AGP.
AEH.	langkah strategi MURDER terhadap bacaan	AGQ.
AEI.	dengan baik dan benar.	AGR.
AEJ. AGF.	Elaborasi	AGS.
AEK. ➢	Peneliti menyampaikan tujuan pembelajaran	AGT.
AEL.	dan menumbuhkan suasana hati yang positif	AGU.
AEM.	(*Mood*) peserta didik dengan memotivasi	AGV.
AEN.	dengan menceritakan salah satu cerita.	AGW.
AEO. ➢	Peneliti membagi peserta didik kedalam 8	AGX.
AEP.	kelompok satu kelompok terdiri dari 4 peserta	65
AEQ.	didik kemudian setiap kelompok dibagi mejadi	m
AER.	2 peserta didik dari masing-masing kelompok	e
AES.	kecil.	ni
AET. ➢	Peneliti membagikan teks bacaan yang	t
AEU.	berjudul “The Legend of Malin Kundang”.	AGY.
AEV. ➢	Peneliti memberikan sebuah tugas kepada	AGZ.
AEW.	peserta didik dan kemudian memberi tanda	AHA.
AEX.	atau garis bawah pada materi yang sulit	AHB.
AEY.	dipahami oleh sebagian individu atau bersama	AHC.
AEZ.	dengan kelompok. peneliti berjalan	AHD.

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AFA.		mengelilingi dan memantau aktifitas membaca	AHE.
AFB.		peserta didik (*Understand*). Materi yang sulit	AHF.
AFC.		dipahami dibaca berulang-ulang oleh siswa	AHG.
AFD.		(*Recall*).	AHH.
AFE.	➢	Peneliti meminta siswa untuk mencari arti dari	AHI.
AFF.		teks yang sudah ditandai atau digaris bawahi	AHJ.
AFG.		dalam kamus (*Digest*).	AHK.
AFH.	➢	Peneliti meminta peserta didik untuk mencari	AHL.
AFI.		materi yang berhubungan dengan keseharian	AHM.
AFJ.		dan kemudian dikembangkan. Misalnya	AHN.
AFK.		membuat beberapa pertanyaan yang	AHO.
AFL.		berhubungan dengan materi, sehingga	AHP.
AFM.		membuat peserta didik dapat berpikir dengan	AHQ.
AFN.		menganalisis (*Expand*). Setelah materi selesai	AHR.
AFO.		peneliti menyimpulkan dan memeriksa materi	AHS.
AFP.		(*Review*).	AHT.
AFQ.	➢	Peneliti menanyakan kepada peserta didik	AHU.
AFR.		tentang masalah mereka selama proses belajar	AHV.
AFS.		mengajar.	AHW.
AFT.	**AGG.**	**Kegiatan akhir**	AHX.
AFU.	➢	Peneliti melakukan evaluasi terhadap kegiatan	AHY.
AFV.		belajar peserta didik secara menyeluruh.	AHZ.
3	➢	Menyampaikan rencana pembelajaran pada	AIA.
		pertemuan berikutnya.	AIB.

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AFW.	➢ Peneliti menutup pembelajaran dengan	AIC.
AFX.	mengucap salam	AID.
AFY.		AIE.
AFZ.		AIF.
AGA.		AIG.
AGB.		AIH.
		AII.
		15 menit

AIJ.

E. Sumber belajar/ Bahan/ Alat

AIK. Sumber : Buku teks yang relevan dan internet.

AIL. Alat : Kamus lengkap bahasa inggris

AIM. Bahan pembelajaran : Teks bacaan bahasa inggris

AIN. Instrument : Narrative text

AIO.

AIP.

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AIQ. THE MATERIAL OF THE TREATMENT

The Legend of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish and after getting fish he sold it.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked him. In return, the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village.

The villagers recognized him. The news ran fast in the town; “Malin Kundang has become rich and now he is here”. An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang’s mother. She wanted to hug him, released her sadness at being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her.

AJE.

AJF.

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At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that, he ordered his crews to set sail. He would leave the old mother again but at that time she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his

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APPENDIX 2 (THE MATERIAL PRE-POST TEST)

The Material of Pre-test

"Mouse deer and Crocodile"

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp…! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha… ha…ha… Stupid crocodile! Cant you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."

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"Really…? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.

Taken from: www.ptt.edu

A. Multiple Choice

1. Where does the story take place?

   A. Kingdom
   B. Forest
   C. Beach
   D. House

2. What is the characteristic of mouse deer?

   A. Clever and kind
   B. Patient and kind
   C. Cruel and greedy
   D. Clever and liar

3. In line 4, the word "he" refers to….

   A. Mouse deer
   B. Crocodile
   C. Mouse
   D. Cat

4. The word "stupid" in line 6 closest in meaning to….

   A. Clever
   B. Foolish
   C. Smart
   D. Intelligent

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5. How many crocodile in the stroy….

A. 2
B. 3
C. 4
D. 5

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B. Essay

1. What is the main idea of the text?
2. What is the mouse deer think about crocodile?
3. How many characters in the text, mention it?
4. What are the generic structure of the text, mention it?
5. What do you think the moral value of the text?

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The Material of Post-test

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? Sat Catano, or I will kill you!” but the parrot would not say it. Then the man got to so angry that the shouted over and over, “Say Catano, or I’ll kill you!” but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.”

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In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!.He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

Source: http://narrative-text.blogspot.com

A. Multiple choice

1. How often did the owner teach the bird how to say the word?

   A. Always
   C. Many times
   B. Everyday
   D. Every second

2. Which statement is true according to the text?

   A. The parrot could say Catano
   B. At last the parrot could say Catano
   C. Catano was the name at the parrot
   D. The man never got angry at the parrot

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3. What is the story about?

   A. A parrot and a cat
   C. A parrot and the owner
   B. A parrot and a chicken
   D. A parrot, the owner, and chickens

4. In line 2, the word "It " refers to ….

   A. The man
   C. The chicken
   B. The bird
   D. Puerto Rico

5. "The parrot was very, very smart"

   The word 'smart' means ….

   A. Stupid
   C. Stubborn
   B. Clever
   D. Beautiful

B. Essay

1. What are the generic structure of the text, mention it?
2. What is the main idea of the text?
3. How many characters in the text, mention it?
4. Where the man picked and threw the parrot?
5. What do you think the moral value of the text?

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APPENDIX 3 (STUDENTS SCORE)

Students Score of Pre-Test and Post-Test in Experimental Class

No	Name of Students	Score (X) Pre-test	X^2	Categories	Score (X) Post-test	X^2	Categories
1	Muh. Dinul Haq	60	3600	Enough	80	6400	Very Good
2	Muh. Yusuf	75	5625	Good	80	6400	Very Good
3	Muh. Alif Dwi Putra	80	6400	Very Good	100	10000	Very Good
4	Indri	80	6400	Very Good	90	8100	Very Good
5	Isma Aprilyana	80	6400	Very Good	70	4900	Good
6	Muh. Ali Asri	75	5625	Good	80	6400	Very Good
7	Karmila	65	4225	Enough	100	10000	Very Good
8	Nela Febrianti S	50	2500	Less	65	4225	Enough
9	Jeni Astira	75	5625	Good	100	10000	Very Good
10	Muh. Miswar	75	5625	Good	80	6400	Very Good
11	Muh. Nashiir As'ad	80	6400	Very Good	80	6400	Very Good
12	Hikmal Aditya	90	8100	Very Good	85	7225	Very Good
13	Natasyah	50	2500	Less	75	5625	Good
14	Juni Devi Ani	65	4225	Enough	80	6400	Very Good
15	Marwah	65	4225	Enough	80	6400	Very Good
16	Irmayanti	77	5929	Good	80	6400	Very Good
17	Kamila Anissa Salma	75	5625	Good	80	6400	Very Good
18	Ismi Muslimin	80	6400	Very Good	80	6400	Very Good
19	Neni	80	6400	Very Good	80	6400	Very Good
20	Jasmianti	75	5625	Good	80	6400	Very Good
Total score $\sum x$		1452	107454		1645	136875	

Source : Result of the Test

Students Score of Pre-Test and Post-Test in Control Class

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No	Name of Students	Score (X) Pre-test	X^2	Categories	Score (X) Post-test	X^2	Categories
1	Ade Dwi Andika	75	5625	Good	75	5625	Good
2	Ade Indra Heryawan	85	7225	Very Good	90	8100	Very Good
3	Adinda Pratiwi	90	8100	Very Good	85	7225	Very Good
4	Adnan Samudra	75	5625	Good	80	6400	Very Good
5	Agung Febriansyah	70	4900	Good	70	4900	Good
6	Agus Darman	85	7225	Very Good	85	7225	Very Good
7	Agus Saputra	90	8100	Very Good	80	6400	Very Good
8	Aisyah	90	8100	Very Good	80	6400	Very Good
9	Akzan Rahman	90	8100	Very Good	70	4900	Good
10	Alfian	70	4900	Good	70	4900	Good
11	Ansar	70	4900	Good	75	5625	Good
12	Arya	40	1600	Less	50	2500	Less
13	Asriani	90	8100	Very Good	60	3600	Enough
14	Dea Prasiska	70	4900	Good	70	4900	Good
15	Dewi Febrianty	55	3025	Less	50	2500	Less
16	Firman	80	6400	Very Good	75	5625	Good
17	Dinda	70	4900	Good	80	6400	Very Good
18	Hajrah	80	6400	Very Good	80	6400	Very Good
19	Gina Asmarani	90	8100	Very Good	75	5625	Good
20	Fadila Jasman	80	6400	Very Good	85	7225	Very Good
Total score $\sum x$		1545	122625		1485	112475	

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Source : Result of the Test

APPENDIX 4 (T-Test value)

Calculation the T-test value

$$t = \frac{\bar{X}_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{\bar{82,25} - 74,25}{\sqrt{\left(\frac{1573,75 + 2213,75}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{8}{\sqrt{\left(\frac{3787,5}{38}\right)\left(\frac{2}{20}\right)}}$$

$$t = \frac{8}{\sqrt{(99,67)(0,1)}}$$

$$t = \frac{8}{\sqrt{9,96}}$$

$$t = \frac{8}{3,16}$$

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$t = 2{,}53$

APPENDIX 5 (T-TABLE)

Distribution of the T-Table

	α (level of significance) (*two-tailed test)*					
Df	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	**2.145**	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845
21	0,686	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797

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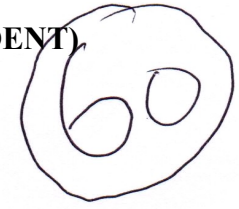
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.7798
27	0,684	1,314	1.703	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	1.699	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617

APPENDIX 6 (RESULT OF PRE-POST TEST STUDENT)



Pre-Post Test in experimental Class

Pre-Test

Name : Muh. Dinul Haq

Class : X B2

"Mouse deer and Crocodile"

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp…! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha… ha…ha… Stupid crocodile! Cant you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

"Really…? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.

A. Multiple Choice

1. Where does the story take place?

   A. Kingdom
   B. Forest
   C. Beach
   D. House

2. What is the characteristic of mouse deer?

   A. Clever and kind
   B. Patient and kind
   C. Cruel and greedy
   D. Clever and liar

3. In line 4, the word "he" refers to....

   A. Mouse deer
   B. Crocodile
   C. Mouse
   D. Cat

4. The word "stupid" in line 6 closest in meaning to….

   A. Clever
   B. Foolish
   C. Smart
   D. Intelligent

5. How many crocodile in the stroy….

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

A. 2 ~~C.~~ 4

B. 3 D. 5

B. Essay

1. What is the main idea of the text?
2. What is the mouse deer think about crocodile?
3. How many characters in the text, mention it?
4. What are the generic structure of the text, mention it?
5. What do you think the moral value of the text?

Answer

1/2 1. Mouse deer went down two the river to take a drink

1/2 2. Might be waiting underwater to eat him underwater

~~3. he wanto he wanted to eat~~ ~~stupid~~

~~4. clever~~

3. Mouse deer and crocodile ✓ ~~[illegible]~~

4. fable structure 1/2

5. he laughed as he ran to the Forest 1/2

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Post-test in Experimental Class

$\frac{8}{10} \times 100$

80

Post-Test

Name : Muh. Dinul Haq

Class : X B2

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word- except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

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In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!.He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

Source: http://narrative-text.blogspot.com

A. Multiple choice

1. How often did the owner teach the bird how to say the word?

   A. Always
   C. Many times
   B. Everyday
   D. Every second

2. Which statement is true according to the text?

   A. The parrot could say Catano
   B. At last the parrot could say Catano
   C. Catano was the name at the parrot
   D. The man never got angry at the parrot

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

3. What is the story about?

   A. A parrot and a cat
   C. A parrot and the owner
   B. A parrot and a chicken
   D. A parrot, the owner, and chickens

4. In line 2, the word "It " refers to ….

   A. The man
   C. The chicken
   B. The bird
   D. Puerto Rico

5. "The parrot was very, very smart"

   The word 'smart' means ….

   A. Stupid
   C. Stubborn
   B. Clever
   D. Beautiful

B. Essay

1. What are the generic structure of the text, mention it?
2. What is the main idea of the text?
3. How many characters in the text, mention it?
4. Where the man picked and threw the parrot?
5. What do you think the moral value of the text?

Answer

1

2

3. Characters. The Parrot, the owner, and four old chickens.
4. In the chicken house.
5.

1. orientation : A man in puerto rico had a wonder for parrot
   Complication : The man tried to teach the parrot to say catano
   Resolution : The next day the man came back to the chicke house.

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Pre-test in Control Class

$\frac{7,5}{10} \times 100$

75

Pre-Test

Name : Ade Dwi Andika

Class : XB 1

"Mouse deer and Crocodile"

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp…! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha… ha…ha… Stupid crocodile! Cant you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

"Really…? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many

A. 2 C. 4

B. 3 D. 5

B. Essay

1. What is the main idea of the text?
2. What is the mouse deer think about crocodile?
3. How many characters in the text, mention it?
4. What are the generic structure of the text, mention it?
5. What do you think the moral value of the text?

Answer :

3.) - Clever
- Liar
- Stupid / Foolish
- Cruel

½

4.) - orientation
- Complication
- Resolution

½

5.) Can depede great strength ½

2.) Mouse deer feels that Crocodiles are too easy to fool

1.) When the mouse there fools the Crocodile

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7,5 x100
10
75

Post-Test

Name : Ade Dwi Andika

Class : X B 1

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

Post-test in Control Class

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In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!.He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

Source: http://narrative-text.blogspot.com

A. Multiple choice

1. How often did the owner teach the bird how to say the word?

   A. Always
   C. Many times
   B. Everyday
   D. Every second

2. Which statement is true according to the text?

   A. The parrot could say Catano
   B. At last the parrot could say Catano
   C. Catano was the name at the parrot
   D. The man never got angry at the parrot

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3. What is the story about?

   A. A parrot and a cat
   C. A parrot and the owner
   B. A parrot and a chicken
   D. A parrot, the owner, and chickens

4. In line 2, the word "It " refers to ….

   A. The man
   C. The chicken
   B. The bird
   D. Puerto Rico

5. "The parrot was very, very smart"

   The word 'smart' means ….

   A. Stupid
   C. Stubborn
   B. Clever
   D. Beautiful

B. Essay

1. What are the generic structure of the text, mention it?
2. What is the main idea of the text?
3. How many characters in the text, mention it?
4. Where the man picked and threw the parrot?
5. What do you think the moral value of the text?

Answer :

✓ 1. Orientation : A man in Puerto Rico had a wonderful parrot
Complication : The man tried to teach parrot to say Catano
Reorientation : The next day the man come back to the chicken house

✗ 2.

½ 3. 2 characters : The parrot and The owner

✓ 4. in ~~the~~ the & chicken house

5. ✗

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APPENDIX 7 (DOCUMENTATION)

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
Jalan Amal Bakti No.8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
Po Box 909 Parepare 91100 website : www.iainpare.ac.id, email : mail@iainpare.ac.id

Nomor : B. 075 /In.39/PP.00.9/1/2019
Lampiran : -
H a l : Izin Rekomendasi Penelitian

Kepada Yth.
Kepala Cabang Dinas Pendidikan Provinsi Sulawesi Selatan Wilayah VIII
di
Tempat

Assalamu Alaikum Wr.Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri (IAIN) Parepare :

Nama	: JULIANA
Tempat/Tgl.Lahir	: BARRU, 22 Maret 1996
NIM	: 14.1300.041
Jurusan/ Prodi	: Tarbiyah dan Adab/ Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Jl. A. Makkasau No.144, Kel. Ujung Baru, Kec. Soreang, Kota Parepare

Bermaksud akan mengadakan penelitian di SMK Negeri 1 Parepare dalam rangka penyusunan skripsi yang berjudul :
"THE EFFECTIVENESS OF MURDER (Mood, Understand, Recall, Digest, Expand and Review) STRATEGY TO IMPROVE READING COMPREHENSION AT THE FIRST YEAR OF SMK NEGERI 1 PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai selesai.
Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih.

4 Januari 2019
A.n Rektor,
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaedi

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 1 PAREPARE
Jl. Bau Massepe No. 34 ((0421) 3310382 - Fax. (0421) 3310382 Parepare (91123)
Email : smk1_pare@yahoo.com Website : www.smkn1pare.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 421.5/369-UPT SMK.1/PRP/DISDIK

Yang bertanda tangan di bawah ini :

Nama	: ANWAR NUR S.Pd., M.Si
N I P	: 19730428 199903 1 003
Pangkat/Golongan	: Pembina Tk.I, IV/b
Jabatan	: Kepala UPT SMK Negeri 1 Parepare

Dengan ini memberikan keterangan kepada :

Nama	: JULIANA
Tempat/tanggal lahir	: Barru, 22 Maret 1996
Jenis kelamin	: Perempuan
Nomor Pokok	: 14.1300041
Jurusan/ Prodi	: Tarbiyah dan Adab/ Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Jl. A.Makkasau No. 144 Kel. Ujung Bulu, Kec. Soreang Kota Parepare

Benar telah melakukan penelitian di UPT SMK Negeri 1 Parepare mulai Tanggal 09 Januari s/d 2 Februari 2019 dengan judul :
"THE EFFECTIVENESS OF MURDER (Mood. Understand. Recall Digest Expand and Review) STRATEGY TO IMPROVE READING COMPREHENSION AT THE FIRST YEAR OF SMK NEGERI 1 PAREPARE".

Demikian surat keterangan ini kami buat dengan sesungguhnya dan sebenar-benarnya untuk dipergunakan sebagai mana mestinya.

Parepare, 4 Februari 2019
Kepala UPT SMKN 1 Parepare

ANWAR NUR, S.Pd, M.Si
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CURRICULUM VITAE

Juliana, the researcher of this skripsi, was born on March 22th 1996 in Barru. She is the second child of two children from the marriage of her parents, Ruslan and Nurbaya.

She began her study 2002 in SD Inpres Bojo Selatan, Kec. Mallusetasi in Barru and graduated on 2008 at the same year she registered in SMP Negeri 5 Parepare and graduate on 2011, and she registreted in SMA Negeri 2 Parepare, and on 2014 she registered on State Islamic Collage of Parepare (STAIN) and now change into State Islamic Institute (IAIN) Parepare and finished her study with entitle of skripsi is "*The Effectiveness of MURDER (Mood, Understand, Recall, Digest, Expand and Review) Strategy to Improve Reading Comprehension at The First Year of SMK Negeri 1 Parepare*".

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