

A THESIS

**THE USE OF M.U.R.D.E.R STRATEGY IN ONLINE CLASS TO
IMPROVE STUDENTS READING SKILL AT THE THIRD
YEAR ENGLISH DEPARTMENT OF IAIN PAREPARE**



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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
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**ENGLISH EDUCATION PROGRAM
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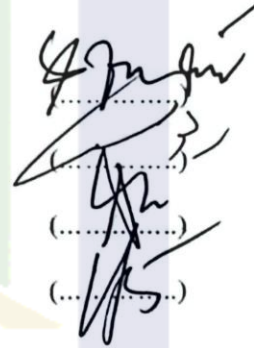
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ABSTRACT

Serina. *The Use of M.U.R.D.E.R Strategy in Online Class to Improve Students Reading Skill at The Third Year English Department of IAIN Parepare* (Supervised by H. Saepuddin and Muh. Yusuf)

M.U.R.D.E.R Strategy consists of six steps based on its name, that is Mood, Understand, Recall, Digest, Expand and lastly Review. This strategy was often used as learning method to teach Reading and improve Reading Skill. The objective of this research was to find out how the use of M.U.R.D.E.R strategy in online class is able to improve students' reading skills. In addition, the researcher was expected to give a useful information for English teacher especially when Teaching Reading.

This research used quantitative research with quasi-experiment as research method. The population of the research was students in the third year of English Department Program, consist of 3 classes with 75 students in total. Used purposive sampling, the researcher choose two class as samples, B class was control class and C class was experimental class. There are 4 meetings in total and the treatment was done in the experimental class where the M.U.R.D.E.R. Strategy was used as learning method, then the researcher used test (pre-test and post-test) as instrument to gather data.

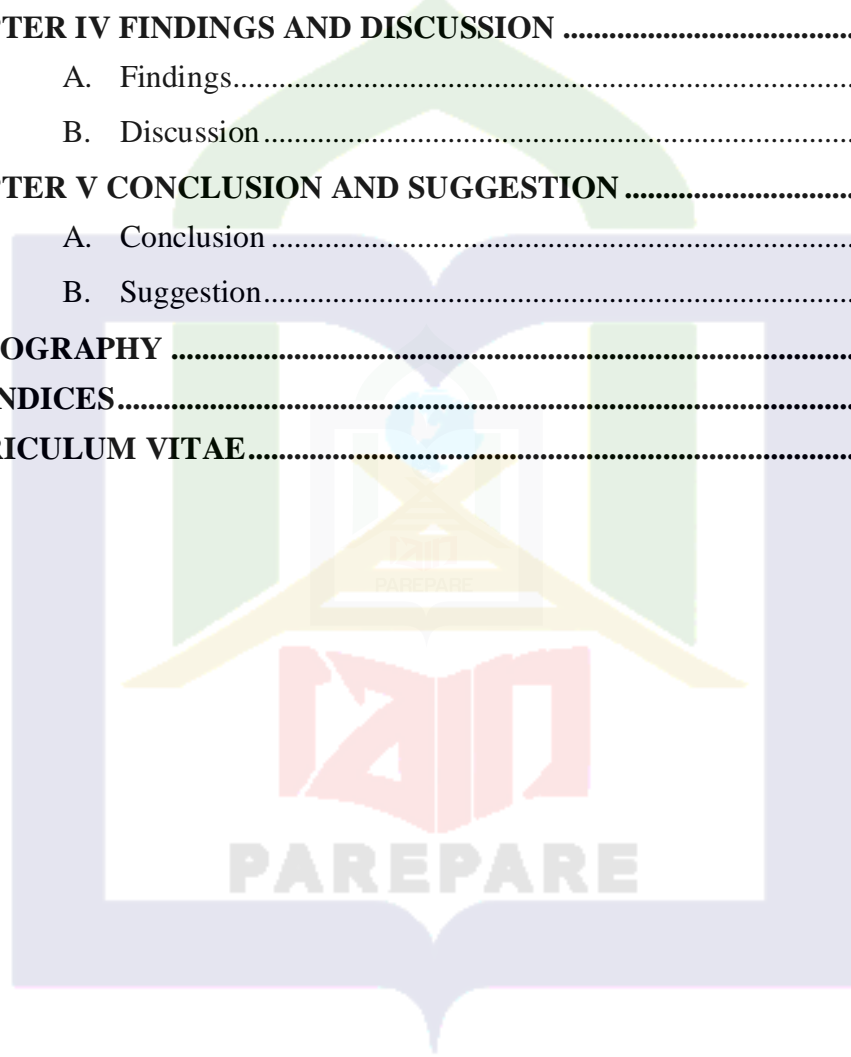
After analyzing and calculating the data, the researcher found that there was a definite and significant effect of using M.U.R.D.E.R Strategy in teaching Reading that improve students Reading Skill. T-test value (6,99) showed result that much higher than t-table value (2,093) with $df = n-1 = 19$, and $\alpha = 5\%$. It's indicates, that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It can be concluded that using M.U.R.D.E.R Strategy is effective in teaching Reading and to improve Students Reading Skill at The Third Year English Department of IAIN Parepare.

Keyword: *M.U.R.D.E.R Strategy, Online Class, Reading skill.*

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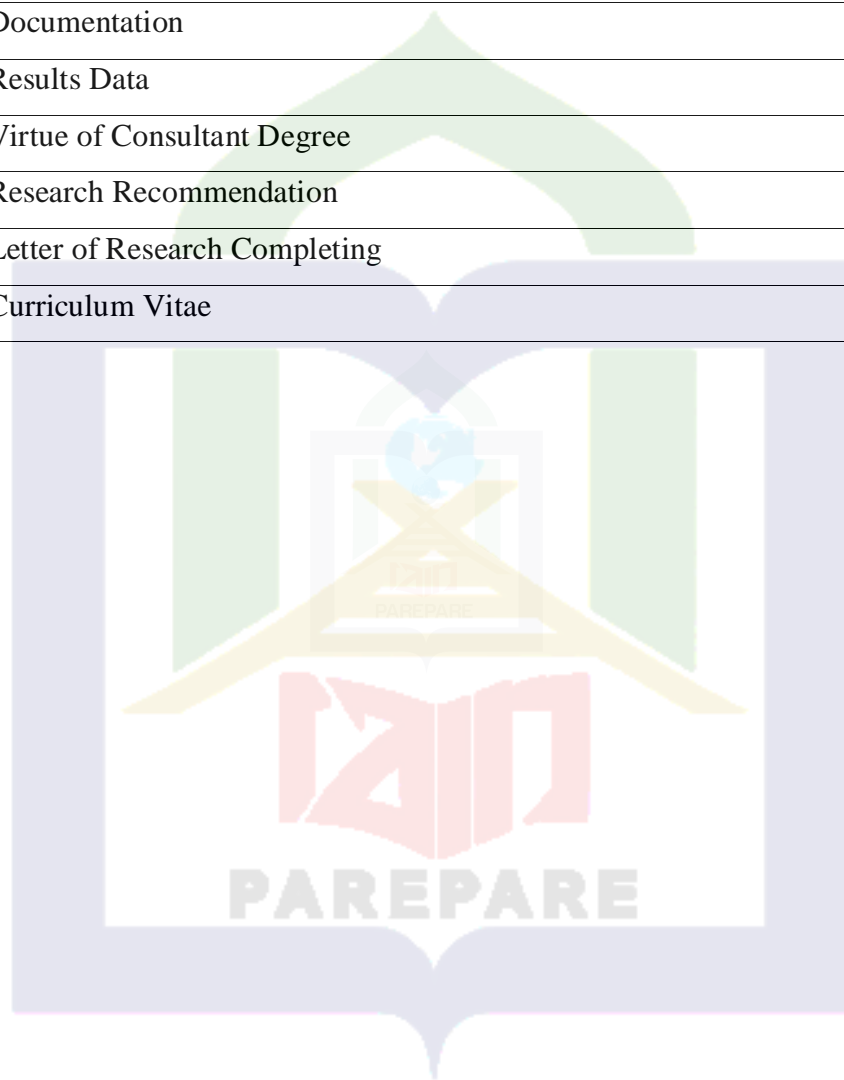
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CHAPTER 1

INTRODUCTION

A. Background

The obligations that require English language learners to be mastered are none other than the presence of skills that are the basis for their understanding. For general knowledge, there are 4 skills in English, namely Reading, Listening, Speaking and writing. Each known skill has its scope of learning.

Reading is one of the skills in English that plays a role in the textual and contextual understanding of learning materials and generally has differences depending on the individual abilities of students. Deepening the ability to read will help students in honing other skills such as memorizing, understanding, thinking, summarizing, etc. because reading is the basis that supports students' initial skills for learning. The next problem is, how to hone reading skills in such a way as to support students' understanding of learning. The answer to this problem is the existence of a learning strategy that suits the needs of students in learning.

By current conditions where the use of learning methods has changed massively due to the influence of the Covid-19 pandemic, which has resulted in the emergence of so-called online classes. This is not foreign to students, because they cannot be separated from learning using social media and the internet. However, the difference is, this time the entire learning process has been changed to online and held online, starting from the learning process to assignments and even exams, everything has changed online.

Changes in the learning environment bring many new challenges for both students and teachers. Especially what teachers need the most, namely learning strategies that can be applied in the online learning process. Knowing which parts of the indoor class are usually changed and what obstacles occur during online classes. In the Reading class, where learning focuses on reading as an aspect of learning, it requires special methods that can keep students in the learning process and not move on to other things that disturb them. Especially considering that the tendency of students to read is considered lacking because it is caused by many things, such as lack of understanding and even boredom.

The M.U.R.D.E.R strategy is one of the strategies used by many teachers in reading classes. M.U.R.D.E.R itself, as the name implies, contains several aspects that become the learning points, namely Mood, Understand, Recall, Detect, Expand and Review (MURDER). Each point starts from the most basic to a complex understanding related to teaching material. According to Syahrul that mentioned in his research, By using the M.U.R.D.E.R strategy, “the students offer many possible explanations based on cognitive psychology that gives guidance to the reader to enhance their learning.”¹ Furthermore, Suparman H. Lalu also mentioned that the M.U.R.D.E.R technique enables students to interact with other students in a positive interdependent environment. It provides opportunities for students to ask, negotiate, share information, and clarify ideas through discussion.²

1 Syahrul, Syahrul. *The Effectiveness Of Mood, Understand, Recall, Digest, Expand and Review (MURDER) Strategy In Improving Students' Reading Comprehension* (Diss. Universitas Negeri Makassar, 2021). p.4

² Suparman Lalu. "Murder Strategy and Achievement Motivation Upon Students' Reading Comprehension.", *Palapa* 3.2 (2015). p.128

In reality, the M.U.R.D.E.R strategy is one of the methods often used to teach Reading, but that is in the learning environment that we know before, namely in the classroom. Where the teacher can see the continuity of learning directly and can control the state of the class right away while using this strategy. However, as previously mentioned, the existence of online classes makes the learning environment change and has several aspects that need to be considered, including learning strategies.

Based on several previous studies and the results of in-depth study observations by the researcher, the use of the M.U.R.D.E.R strategy is considered effective in improving students' reading abilities, in quotation lines “in classrooms/offline classes”. In the realm of the current learning environment, where the researcher tries to contribute to the use of the M.U.R.D.E.R strategy in online classes. The researcher tries to find the possibility of using the M.U.R.D.E.R strategy in online classes which gives results that are no less good than offline classes.

According to observations, the facts reveal that when online learning is carried out, students will inevitably lose to their egos to pay attention in class. They will be influenced to switch to using the internet for their interest other than staying and paying attention to lessons, materials, or assignments given by teachers in online classes. Especially when it comes to Reading. If students are given material and asked to read, most of them don't really do that and ignore the teacher's instructions. So, when they returned to the learning process and were asked to explain what they had learned from the reading activity, no one gave their opinion, because from the beginning they did not read it, and in the end, the teacher returned to explain the material they should have learned from the reading process. It's a waste of time.

In the M.U.R.D.E.R learning step, which so far has always given good results in teaching at Reading, does provide full control of student activities so that they are not distracted to do other things. In each phase, students have assignments and are asked to stay focused on the learning process so they have reasons to keep studying and reading. That is the reason why the M.U.R.D.E.R strategy is effectively used in Reading.

Judging from the existence of several different aspects that can be the focus of the use of the M.U.R.D.E.R strategy in online classes, such as mood, speed of understanding, and even interest in learning, the researcher thinks that it is more than enough to ascertain how the use of the M.U.R.D.E.R strategy in online classes is different from that in offline classes. Based on the descriptions of the explanations above, the researcher decided to conduct a research under the title "The Use of M.U.R.D.E.R Strategy in Online Class to Improve Students Reading Skill at The Third Year English Department of IAIN Parepare".

B. Research Questions

Based on the background of the research explain above, the researcher formulate research questions, namely: Is the use of M.U.R.D.E.R Strategy in online class able to improve students' reading skills?

C. The Objectives of The Research

Based on the question formulated above, the objective of the research is To find out how the use of M.U.R.D.E.R strategy in online class is able to improve students' reading skills.

D. The Significance of The Research

The researchers hope that this research can be useful for:

1. The Teacher

Researchers hope that this research can provide new perspectives and potential for teachers in using appropriate online classroom strategies, so that they can teach comfortably and freely.

2. The Students

The researcher hopes that students can improve their reading skills by following learning strategies that have been arranged in such a way as to support their learning process.

3. The Research herself

The researcher hope that this research can provide new knowledge, creativity, and potential for the researcher herself, where this is an opportunity to test and hone the researchers' own knowledge.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Previous Related Research

Several previous studies became an important part of a reference and guide for the researcher to organize this research.

1. The first research from Geta Ariani, Suparno, and Hefy Sulistyawati in their researches with the title “Improving Student’s Reading Comprehension Using M.U.R.D.E.R Strategy”. The method used on the research was classroom action research and takes the model proposed by Kemmis and McTaggart (1988) namely planning, acting, observing and reflecting. The data collection techniques are divided into 2, namely qualitative (interviews, observations, questionnaires and photographs) and quantitative (pre-test and post-test). Then the tests were analyzed using descriptive statistics. The result of the study revealed that there was an increase in students' reading comprehension which even covers some reading skills such as finding the meaning of words, main ideas, communicative purposes, detailed information, references, and cohesive devices. The next result revealed that using the M.U.R.D.E.R technique could improve the class situation for the better.³
2. The second research from Suparman H. Lalu in his research “Murder Strategy and Achievement Motivation Upon Students’ Reading Comprehension”. The research was an experimental design research that used instruments of reading test and achievement motivation questioners in studying English to obtained

³ Geta Ariyani, et al., "Improving students' reading comprehension using MURDER technique." *JoLLIET* 2.1 (2015).

the data. The results of the study indicate several points in accordance with the examination of findings compiled by Suparman. However, it can be concluded that the M.U.R.D.E.R Strategy has many positive sides to be used in teaching reading, such as can improve students' reading comprehension, encourage students to relax and focus on the task, and it is even explained that the MURDER strategy was superior to conventional strategy in reading class.⁴

3. The third research from Henri Agus Prasetyo in his research "MURDER to murder the conventional teaching reading technique; A closer look at teaching reading using cooperative learning". The method used was adapted to the steps of the M.U.R.D.E.R strategy, and was practiced in the learning process by the teacher. The results of the research stated that the M.U.R.D.E.R technique was considered to be able to improve students' understanding in learning. Tension, anxiety and fear disappear because the learning process makes students aware of the reading process. Where several learning methods that involve students with each other create a lower affective filter and then their confidence was boosted. In the end, teachers can form their understanding using the M.U.R.D.E.R strategy as a learning method.⁵
4. The fourth related research from Syahrul, Asfah Rahman, and Nurdin Noni in their researches with the title "The Effectiveness of Mood, Understand, Recall, Digest, Expand and Review (MURDER) Strategy in Improving Students' Reading Comprehension". The research method was quasi-

⁴ Suparman Lalu. "Murder Strategy and Achievement Motivation Upon Students' Reading Comprehension." *Palapa* 3.2 (2015)

⁵ Henri Agus Prasetyo. "MURDER to murder the conventional teaching reading technique; A closer look at teaching reading using cooperative learning."

experimental with the Non-equivalent control group design and used reading test in pre-test and post-test. The results revealed that M.U.R.D.E.R strategy which was considered to be able to improve students' reading comprehension and is even recognized by the students, in other words, the researcher's ability to explain the importance of the murder strategy and the excellent student responses provide positive research results and the main objectives are achieved.⁶

5. The fifth related research from Andriyadi and Sukidjo in their researches, "The Application of Murder Learning Model and Effect on Student Learning Outcomes". The research result mentioned that The MURDER learning model used in learning has several impacts on students, such as the ability to adapt (accept) and understand the material calmly, overcome boredom and distraction that interferes with the learning process, so that their focus point is maintained. That's because the murder strategy makes students required to actively seek own knowledge so that the teacher's role is limited to being a facilitator. Besides that, it is also mentioned that there was significant difference between the learning outcomes of the students who are taught with the MURDER learning model and the students' learning outcomes taught with conventional strategies learning model.⁷

⁶ Syahrul, Syahrul. *The Effectiveness Of Mood, Understand, Recall, Digest, Expand and Review (MURDER) Strategy In Improving Students' Reading Comprehension*. (Diss. Universitas Negeri Makassar, 2021).

⁷ Andriyadi A., and Sukidjo S., "The Application Of MURDER Learning Model and Effect On Student Learning Outcomes", *European Journal of Education Studies* 7.11 (2020).

From the research above, the main difference that becomes the topic of the researchers' choice problem is that the learning environment changes from offline to online. It may seem trivial but changes in classroom conditions can have a big effect on the process and student learning outcomes. Shweta Singh et al. who examined the level of effectiveness of online and offline learning, stated that to do well in both courses required a certain level of proficiency and familiarity with the Internet. they also added that online students are more efficient than offline students.⁸ Students may know the internet because their environment is surrounded by technology, but changes in learning can cause them to be confused or dissatisfied so they cannot enjoy the learning process⁹.

In the current conditions, where online classes are widely known and become an alternative for teachers in teaching, it is unavoidable that the presence of the right strategy is the main determinant of the running of online classes that are conducive, just like offline classes.

The difference between online and offline classes that researchers found in this study is, teacher control in paying direct attention to the atmosphere of the class and the students. It was in the M.U.R.D.E.R Strategy, step Mood where researchers must maintain a good classroom atmosphere and maintain student interest. In offline classes, it will be very easy to see the mood of students directly because it will be very visible from their expressions. They cannot avoid class or the learning process until the end of learning time, unlike online classes where students will have reasons

⁸ Shweta Singh., David Rylander., & Tina. C. Mims., "Efficiency of online vs. offline learning: A comparison of inputs and outcomes", *International Journal of Business, Humanities and Technolog* vol 7 no.1 (2012). p.95

⁹ A. N. Teymori., & M. A. Fardin., "COVID-19 and educational challenges: A review of the benefits of online education", *Annals of Military and Health Sciences Research*, 18.3. (2020).

to hide their expressions, such as turning off the camera during Zoom classes and muting the speaker until the class ends. Considering that online classes take place in a good atmosphere, teacher supervision of students is needed to be twice as capable and good as in offline class so that students do not neglect their online classes.

Apart from the problems that arise in the Mood step, other steps will greatly affect the progress of the student's learning process. The supervision provided by the researcher at least provides encouragement for students to continue to focus and be active in class, this results in the running of a good online class using the M.U.R.D.E.R Strategy as a learning method.

B. Pertinent Ideas

1. The Concept of Reading

a. The Nature of Reading and Reading Comprehension

Reading is an activity carried out in the process of understanding what is contained in a text or writing. But not only that, Reading has more than enough space in the learning process where someone will use their basic knowledge to learn something or acquire new knowledge. According to Xi Chen *et al.* in his book, mentioned that “using language is possibly the most sophisticated cognitive task regularly form by humans”¹⁰.

In understanding what we want to read, Reading skills are an important aspect which in fact helps our minds in capturing what knowledge is contained in the reading. Reading activities carry a long history, starting

¹⁰ Xi Chen, et al. *Reading in a Second Language: Cognitive and Psycholinguistic Issues*, (Britania Raya, Taylor & Francis, 2015). p.41

from just how to read patterns or natural phenomena, where there was no written text in the past, to ending with the reading media that we know best today, books.

“Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language”.¹¹ Basically, this activity is carried out continuously until it ends in understanding what has been read, responding, analyzing and even increasing the focus of reading for a long time. In reading comprehension, usually there will be some difficulties that make understanding the information in the text difficult for the reader to get, especially this is also influenced by how well one's comprehension ability is. According to Jane Oakhill *et al.*, Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. He also mentioned that likewise good reading comprehension will depend on good language understanding generally.¹² Adjusting the understanding and skills of reading knowledge cannot be denied as an important role in a person's initial knowledge development process.

In reading comprehension, there are several aspects that can be considered as basic skills when reading. Based on library studies reviewed by Ummi Hayati, aspects in reading are: Identifying main ideas, to find out the content of the text; Identifying Supporting details, to find out important points or information from the text; Identifying Reference, to find out something

¹¹ Arthur W. Heiman, *et al.*, *Principles and Practices of Teaching Reading Fifth edition* (Ohio: Merrill Publishing Co., 1981) p.242

¹² Jane Oakhill, *et al.*, *Understanding and teaching reading comprehension* (Britania Raya: Taylor & Francis, 2014) p.1

specified in the text; Understanding Vocabulary, to increase understanding of the meaning of a word; and Making Inferences, to test the level of self-understanding after reading.¹³ These aspects of reading are considered important for readers to pay attention to and master, not only to improve skills but also as a form of learning that makes it easier for them.

From the many opinions of experts who express the definition of reading, it can be drawn a straight line that they agree with the meaning of reading as an activity of obtaining information from a text. Generally, a reading does contain information to be conveyed to the reader, and According to Sri Mulatsih and Sunardi that state on their researches, When someone reads, he uses his eyes to receive written symbols (letters, punctuation marks and spaces) and he uses our brain to convert them into words, sentences and paragraphs that communicate something to him.¹⁴ At first glance, reading activities may look easy to do, but actually reading is no different from other English language skills, which require step by step to acquire new knowledge.

Reading activities have many benefits for students. Reading involves their thoughts and feelings so that they can shape and practice their communication skills, expand their vocabulary level, and even train their brain's ability to focus and remember. If students are diligent in reading and read a lot of books, it will be better. It is not impossible for them to find

¹³ Ummi Hayati, "Teknik Penilaian Reading Skill Dalam Meningkatkan Keterampilan Siswa Di Kelas", *University of Muhammadiyah Makassar, Academia;Accelerating the World's Research* (2017).

¹⁴ Sri Mulatsih, and Sunardi Sunardi, "Types of Mood Used By the Lecturer in Teaching Reading: a Systemic Functional Linguistic Analysis", *Prominent* 4.1 (2021). p.30

comfort in learning through reading, because actually reading can be done easily without draining energy and not being limited by time.

Just like other English language skills, there are several problems that are also inherent in reading development, and one that continues to attract the attention of English language experts and teachers is how the fluctuating interest in reading in students occurs all the time. Interest in reading is a person's sense of volunteerism to carry out reading activities without being influenced by anything, it is like reading naturally. Unless someone really has a hobby of reading, it will be difficult to find someone who has high interest in reading without being influenced by anything.

Interest in reading is another thing that someone needs if they want to read, but it is sometimes influenced by many things so that the ups and downs of students' reading interest cannot be avoided. According to John R. Kirby, *et al.* "reading interest was found to predict some aspects of reading ability"¹⁵, so it can be concluded that reading interest is an important thing that cannot be ignored. Because without it, we will not be able to know how good a student's reading ability is. Reading skills and reading interest are two things that become pillars in reading activities as a support for the process of student understanding.

b. Kinds of Reading

Kind of Reading in this case is how the types in Reading are generally known so far, namely:

¹⁵ John R. Kirby, et al. "The development of reading interest and its relation to reading ability." *Journal of Research in Reading* 34.3 (2011). p.278

- 1) Reading Aloud. Reading aloud is a reading activity using a loud and clear voice. Not without purpose, this is done so that it can focus the attention of the reader and stimulate discussion for the listener, because in fact reading aloud is usually used in a study group environment. The emphasis that a person puts on reading aloud triggers understanding and learning for both parties, in this case the reader and its listener. According to Camille Blachowicz and Donna Ogle that stated in their book, Another powerful use for Reading Aloud is engaging in “thinking aloud” while you read, this means not only that you read all the words in the text but also that you share the thoughts that come to your mind as you read.¹⁶
- 2) Silent Reading. The opposite of reading aloud, silent reading is an activity or method of reading quietly and no voice, without being influenced by any disturbances that occur around it. This method emphasizes on a quiet situation to achieve the goal of silent reading.
- 3) Speed Reading. Speed Reading emphasizes speed in reading using eye movements and is done silently. Speed Reading is intended to train students' reading comprehension such as finding information and understanding reading quickly in a short time. “Speed Reading is much more than reading fast; it’s about reading ‘smart’¹⁷, because reading quickly requires concentration”¹⁸.

¹⁶ Camille Blachowicz and Donna Ogle. *Reading Comprehension, Second Edition: Strategies for Independent Learners* (Amerika Serikat, Guilford Publications, 2008). p.134

¹⁷ Tina Konstant, *Speed Reading* (Britania Raya, Teach Yourself, 2003). p.2

¹⁸ Tina Konstant, *Speed Reading* (Britania Raya, Teach Yourself, 2003). p.40

- 4) Intensive Reading. Intense reading which involves understanding in detail and thoroughly, which is likely to take longer because this technique requires the reader to understand everything he reads. “Intensive Reading involves the meticulous reading of short passages in textbooks at slow speed”.¹⁹
- 5) Extensive Reading. In contrast to intense reading, extensive reading is more demanding on how fluent someone reads. If likened to, reading extensively involves the feelings of the readers, where they will read for their convenience and pleasure but lack accuracy. Moreover, Extensive reading refers to reading large amount of L2 text for pleasure, which is considered conducive to vocabulary acquisition through exposure to meaning-focused input.²⁰

c. Reading Styles

Reading styles in this case include how the technique in Reading are generally known so far, including:

- 1) Skimming. Skimming is a reading technique that is used to find the main idea or core outline of the overall content of the reading. According to Ken Asselin, Skimming is another form of pre-reading, you are just looking for significant word or phrases as your eyes move down the page. You are

¹⁹ Rachael Ruegg, *Teaching English for Academic Purposes (EAP) in Japan: Studies from an English-medium University* (Jerman, Springer Singapore, 2018). p.78

²⁰ John McE. Davis, et al. *Second Language Educational Experiences for Adult Learners* (Britania Raya, Taylor & Francis, 2017). p.77

usually looking for facts, ideas, specific items or phrases.²¹ With the skimming technique, it is usually easier for readers to understand what they want to read.

- 2) Scanning. Slightly different from skimming, Scanning is a reading technique used to find more detailed and specific data or information from a long text, such as date, places, names of something, etc. “This skill means that they do not have to read every word and line”²², if they have found the required information, the scanning process will stop automatically.

d. Reading Skills and Strategies

There are many skills and strategies when reading, and each of them has different results but still has the same goal, namely understanding the reading text. Each individual has a different reading style and strategy depending on how comfortable they are with it. Based on the book *Interactions 2: Reading* by Pamela Hartman and Elaine Kirn, divides it into several phases, each phase has several activity.²³ Researchers took 3 phases that were considered the most common among students, and choose the activities that will be adapt to this research plan, namely:

²¹ Ken Asselin, *Speed Reading Made Quick and Easy* (Amerika Serikat, CreateSpace Independent Publishing Platform, 2008). p.44

²² Intan Rani Aritonang, Sandi Lasmana, and Deti Kurnia. "The analysis of skimming and scanning technique to improve students in teaching reading comprehension", *PROJECT (Professional Journal of English Education)* 1.2 (2019). p.103

²³ Pamela Hartmann and Elaine Kirn, *Interactions 2: Reading* (United States, McGraw-Hill, 2007)

1. Before Read, begins by stimulating students' self-readiness in reading and encouraging their interest.
 - a. Previewing the Topic
 - b. Making Predictions
 - c. Thinking Ahead
2. Read, focus on the reading process and not be influenced by other things.
 - a. Read a text
 - b. Identifying Topic and Main Idea
3. After Read, activities to understand the text as a whole and evaluate students' self-understanding.
 - a. Checking Comprehension: Identifying Details
 - b. Critical Thinking: Making Inferences
 - c. Discussing the Reading
 - d. Writing Own Ideas
 - e. Summarizing

2. The Concept of M.U.R.D.E.R Strategy

- a. Definition of M.U.R.D.E.R Strategy

M.U.R.D.E.R is a learning strategy that is often used in reading comprehension. Then why is it named with something striking from the negative side? In fact, M.U.R.D.E.R is an acronym of several strategies that can be used in reading comprehension. John Nisbet explained about

Dansereau's sequence of M.U.R.D.E.R technique, that each letter indicates one step in the sequence of reading strategies. A M.U.R.D.E.R sequence for tackling a reading comprehension-retention problem would thus look like this:

Mood – setting the mood for study

Understanding – reading for understanding (marking important and difficult ideas)

Recalling material without referring to the text

Digesting material

Expanding knowledge by self-inquiry

Reviewing mistakes (learning from test)²⁴

M.U.R.D.E.R strategy was started in 1988 by its pioneers namely Hythercker, Dansereau and Rocklin. Starting from its debut until now, the M.U.R.D.E.R strategy has given positive results in the development of reading comprehension. The technique is used in reading and is popular with young students as material for their research. The M.U.R.D.E.R strategy also brought changes in its own development. Many experts, language researchers, and also teachers have contributed to the widening of the use of the M.U.R.D.E.R strategy in the world of education. The scale extends not only in the world of languages but reaches into the world of computer science and the world of sports.

The M.U.R.D.E.R strategy considers 6 aspects that refer to its name as a stage to train and facilitate students' understanding when reading, not only as a sequence that is arranged randomly, but is a different stage and is increasing and complex in one's reading comprehension. For example, Mood is related to learning motivation, Understand is related to students' individual cognitive

²⁴ John Nisbet and Janet Shucksmith. *Learning Strategies*. (United Kingdom, Taylor & Francis, 2017).

abilities, Recall is related to students' memory fluency, Digest is related to students' analytical skills, Expand is related to students' improvisation skills regarding what they are learning and Review is related to students' ability to conclude what they learned. In addition to helping in facilitating the student learning process, the M.U.R.D.E.R strategy also trains the initial abilities of students who previously existed to be better.

In learning Reading, someone will be easily influenced by things around them if they do not have high concentration while reading or is not someone who has a high reading interest. Interest in reading is an aspect that is no less crucial that encourages someone to read. M.U.R.D.E.R Strategy in such a way considers that aspect so as to put the Mood for the first step before moving on to other parts.

Jerry A. Haynes mentioned in his book that, A strategy cited by Dansereau M.U.R.D.E.R strategy incorporates one member's ability to summarize the text and others listen to provide elaborative and corrective feedback.²⁵ This technique is generally done by students in pairs, previously several groups will be formed by the teacher before they are separated again into teams of 2 aliases in pairs. Students' reading ability will develop if they are diligent in reading. Furthermore, “the impact of M.U.R.D.E.R technique can develop students’ awareness of the reading process and strategy”²⁶. The skills formed when reading guarantee their ability to understand something so

²⁵ Jerri A. Haynes, and Haynes Jerri A, *Culturally and Linguistically Diverse Children* (Amerika Serikat, Xlibris US, 2012)

²⁶ Henri Agus Prasetyo. "MURDER to murder the conventional teaching reading technique; A closer look at teaching reading using cooperative learning". p.5

that they can easily gain new knowledge. A good encouragement so that students have the intention to read will be the task of a teacher, before students can read extensively as a form of comfort for them in learning.

b. Steps in M.U.R.D.E.R Strategy

An explanation about the M.U.R.D.E.R strategy comes from John R. Hayes in his book *The Complete Problem Solver* which describes Dansereau's M.U.R.D.E.R System, and the steps involved.

1. Mood. First, create a good mood to study. There are two major problems that Dansereau found in this step namely; Creating the positive attitude and coping with distraction, then put it into attention management problem, and discuss it in the topic of “concentration”.
2. Understand. Focuses on Understanding in Reading. When first reading, students are encouraged to mark what part of the text that they didn't understand.
3. Recall. After initial Reading, recall all the information that has been reading about.
4. Digest. Attend to the marked parts in Understand step which are still unclear after further reading, then students encouraged to locate the problem, also to look at the context of the difficulties to find related information.
5. Expand. This step involved a learning strategy that can help with reading understanding namely inferencing.

6. Review. Find the causes of errors that have been found and make appropriate changes to study habits. This step involves the relevant strategy i.e. monitoring.²⁷

As a form of abbreviation, steps in the M.U.R.D.E.R strategy described by Andi Asrifan, Nadira and Haedar are more or less like this; “M.U.R.D.E.R” that started with word M (Mood), encouraged to gets into good mood. Choosing a good time and place to study, don't forget to enter the study time with an optimistic and confident attitude. U (Understand) takes a note of any information that does not understand after first reading. R (Recall) Recall what has been learned and then write it down using own language as a form of understanding the material. D (Digest), return to the part that was not understood previously in the Understand part and then consider the information in the material being studied. E (Expand) development of understanding where it is recommended that individuals return and start asking and trying to answer questions about certain topics related to the material being studied. R (Review) review the material as often as necessary to master it.²⁸

The use of the M.U.R.D.E.R strategy considers all aspects in each of its steps and it includes the alignment that is maintained so that the desired goals can be achieved. The existence of motivation in learning provides a key

²⁷ John R. Hayes, *The Complete Problem Solver* (United States, Taylor & Francis, 2013). p.121-122

²⁸ Andi Asrifan, Nadira and Haedar, "Improving Students' Reading Comprehension Of Descriptive Text Through Collaborative MURDER", *Journal of Advanced English Studies* 1.2 (2018). p.26

effect inherent in every step in the M.U.R.D.E.R strategy. Knowing this, the steps in the M.U.R.D.E.R strategy that will be used in this research remain focused on the arrangement of Dansereau, et al., taking into account the possible conditions in the classroom assessed by the researcher.

3. The Concept of Online Class

a. The Nature of Online Classes

Online Class or also known by academics and students as Online courses or E-learning in general is a form of learning that is facilitated and supported by technology, ranging from learning resources, learning media, and even learning environments. Furthermore, mixing up technology with education is really unavoidable because it has become need of the hour of the current learners in the middle of the pandemic in order to continue their academics²⁹. So, like it or not, in the end we will still face these changes.

Different from the previous learning model, in online classes big changes can occur. That's because there are many things that can affect the running of the learning process, ranging from teaching materials, teaching media, learning strategies, and even the learning environment. As is known now, due to the influence of the Covid-19 pandemic, the classroom situation that used to be indoors is now online, and the main support for the smooth online learning process is the internet. According to James Gee in Anne Hewling stated that The online classroom as a context within the social world is a space where many elements, e.g., people, places,

²⁹ Vasudevan Arunachalam and Rajaram Munisamy, *Teaching English Online: New Roles And Strategies* (N.p., OrangeBooks Publication, 2022). p.164

things, ideas, beliefs, hopes, aspirations etc., come together as a context or “configuration”³⁰.

So far, online learning is actually not a strange thing, in this case a large number of students have certainly been encounter with this method. Therefore, we are not completely blind in this new learning, plus online learning is also a form of better learning development and adapts to time. However, sudden changes for students who may not be very familiar with the world of online learning will experience difficulties in adapting. Furthermore, “at the beginning of online learning many learners are afraid of embracing of the new type of learning and even resisted it”³¹. Especially when we talk about the nature of the younger generation who are obsessed with technology and social media, but only a few of them actually use it to study.

When viewed from the education side of the world, online learning is slowly developing and becoming an alternative for most people. That's because online learning can be done anytime and anywhere as long as it can be connected to the network.

b. Media Used in Online Classes

The biggest difference between offline classes and online classes is that the learning place is on the network, no longer in the classroom. Students have their interaction with their teacher and fellow students in a conference meeting on various

³⁰ Anne Hewling, "Culture in the online class: Using message analysis to look beyond nationality-based frames of reference", *Journal of computer-mediated communication* 11.1 (2005). p.341

³¹ Joanna Kic-Drgas Ferit Klekaya, Editor, et al. *The Challenges and Opportunities of Teaching English Worldwide in the COVID-19 Pandemic* (Britania Raya, Cambridge Scholars Publishing, 2022). p.15

applications³². Media or Applications in the Online Class become a pillar of the learning process which includes many things. The presence of media and application needs are a liaison between teachers and students when learning. Some of the most frequently used are:

1. Zoom. Zoom makes it possible to communicate via video and is usually used to have face-to-face meetings with many people over a long period of time. Zoom has many features, such as being able to do screen sharing which is useful for accessing material and so on, zoom can also be accessed on various devices, be it mobile or using a desktop.

2. Meet. Different from zoom, Meet is a Google output feature that allows video conferencing but sometimes has a certain capacity such as the number of participants or the time provided. Meet is usually used for online meetings of office workers and the like, but can also be used as a medium for online class meetings.

3. Whatsapp/Chatting Applications. WhatsApp is an application that has been recognized by students, has many enthusiasts that are no less than other chat applications. This simple, easy to use and popular application contains several features such as chat, call, voice notes, video calls, and many more. Its use in online classes is usually to exchange messages with teachers, share material and information, or also conduct individual exams virtually with teachers via video calls.

4. Google classroom. Another Google output which is a learning application is Google Classroom, where teachers can create special classes and invite

³² Vasudevan Arunachalam and Rajaram Munisamy, *Teaching English Online: New Roles And Strategies* (N.p., OrangeBooks Publication, 2022). p.164

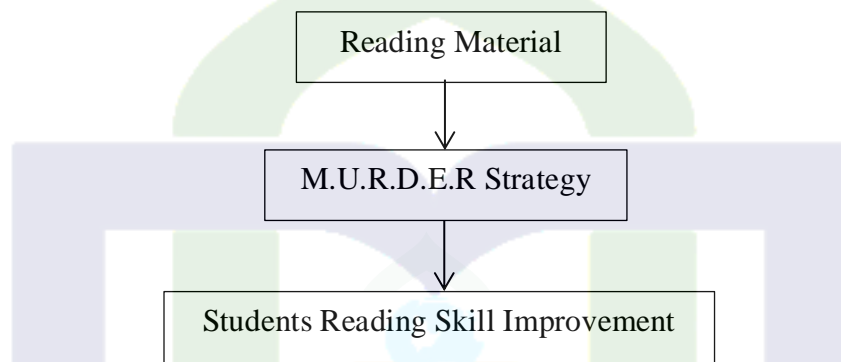
students to join through a class code. Google Classroom allows teachers to teach, provide assignments and materials, but without meeting face to face.

5. Skype. This output from Microsoft can also function as a learning application that allows you to make video and voice calls. Skype is easily accessible and can be used by anyone in the world. Skype has many features and is usually used by students and lecturers.

6. YouTube. This popular application is a site that contains videos that are uploaded to be shared with others. YouTube may not have the same call feature as the learning media previously mentioned, but there is still *YouTube Live* that allows the learning process to occur. Supported by live chat that allows interaction between teachers and students. However, usually, YouTube is only used by teachers as a medium for providing videos of teaching materials that can be watched by students, or media assignments where the teacher asks students to provide proof of their assignment by uploading videos on YouTube.

C. Conceptual Framework

The framework as a basis for systematic thinking conducted in this research. Based on the research design, this conceptual framework describe how the use of the M.U.R.D.E.R Strategy in online classes can improve students' reading skills at Third year English Department of State Islamic Institute of Parepare.



D. Operational Definition of Variable

1. Reading Skill is the abilities to understand a reading text as a whole. There are many skills in Reading and to become a proficient reader, these reading skills are essential to master. Based on Ummi Hayati's Literature study that states five basic skill in Reading namely, Identifying Main Ideas, Identifying Supporting Details, Identifying Reference, Understanding Vocabulary and Making Inference.
2. M.U.R.D.E.R Strategy is one of the learning method used in teaching Reading that consists of 6 step based on its name. This method is often chosen by teachers because it provides instructions and tasks for students to continue working on during the learning process. M.U.R.D.E.R Strategy stands for: **Mood** for build learning motivation, **Understand** for Mark part that is not understood yet, **Recall** for remembering information, **Digest** for doing analysis learning, **Expand** for

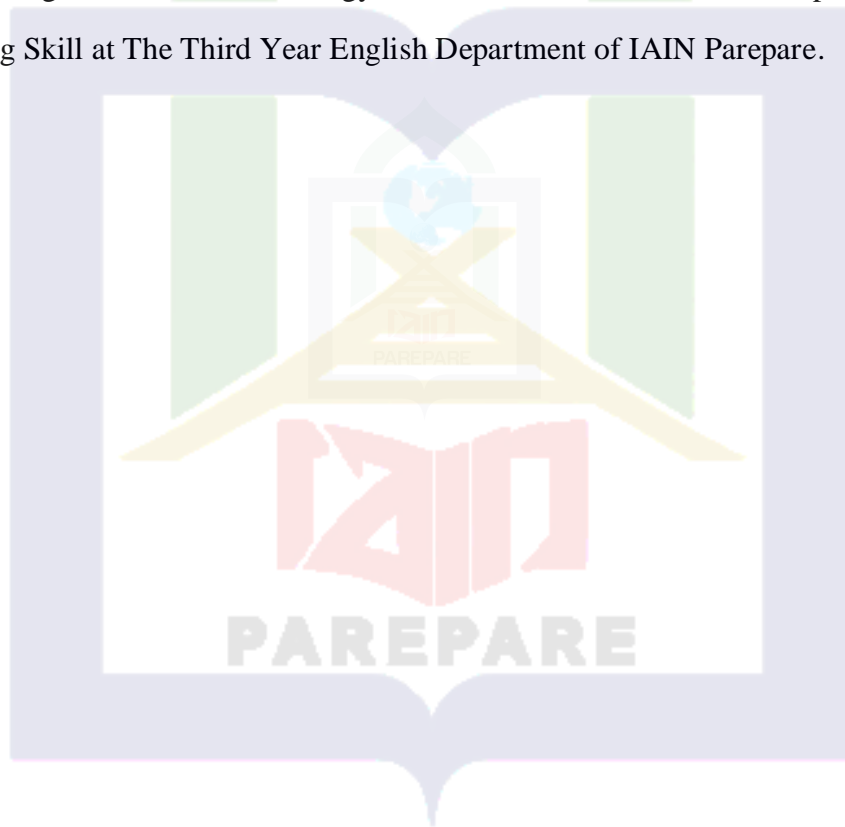
doing self-study, and **Review** the whole material. Each step has its own learning outcomes which affect students' Reading Skills.

E. Hypothesis

The researcher formulates the hypothesis as follow:

H_0 : Using M.U.R.D.E.R Strategy in Online Class is Not Able to Improve Students Reading Skill at The Third Year English Department of IAIN Parepare

H_1 : Using M.U.R.D.E.R Strategy in Online Class is Able to Improve Students Reading Skill at The Third Year English Department of IAIN Parepare.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research used Quasi Experimental Research, with *Nonequivalent Control Group Design*. The design is described as follows:

$$\begin{array}{cccc} \text{NR:} & O_1 & X & O_2 \\ \hline \text{NR:} & O_1 & & O_2^{33} \end{array}$$

Each group was given a Pre-test to assess their initial Reading Skill. Then, the Experimental group was given treatment while the Control group was given alternative treatment or no treatment at all. After that, a Post-test used as the final assessment for each group, to find out Students achievement as such improvement on their Reading Skills.

B. Location and Duration of the Research

This research conducted in State Islamic Institute (IAIN) Parepare, Jl. Amal Bakti No. 08 Soreang Parepare, South Sulawesi. The research focused on the students in their third years of English Department, and it took about a month to completed because it was a quantitative research that required numerous data collection and analysis phases.

C. Population and Sample

1. Population

The population in this research is the third year students of English Department Program in State Islamic Institute of Parepare in academic year 2020/2023. The description of the population may see at the table below:

³³ Charles S. Reichardt, *Quasi-Experimentation: A Guide to Design and Analysis* (United Kingdom, Guilford Publications, 2019). p.115

Table 3.1 Population of the students for sixth semester English Department Program.

No.	Classes	Number of Student	Semester	Program
1.	PBI A	25	6 (Sixth)	English Department 2020
2.	PBI B	26		
3.	PBI C	24		
Total		75		

2. Sample

Based on the Population, the researcher used purposive sampling technique to choose sample as subject for the research. Combined with the initial observations, the researcher has asked for advice from The Head of the English Department by looking at several considerations such as which class is the most active, and adaptable. From there the researcher selected Class B as Control Class and Class C as Experimental Class.

Due to several reasons, the number of students in the Control Class and Experimental Class was reduced from the initial data that the researcher received. Their number decreased to 20 people in each class.

Table 3.2 Research Sample

No.	Class	Sample		Total
		Male	Female	
1.	Class B (Control)	3	17	20
2.	Class C (Experiment)	7	13	20
Total Sample				40

D. Instrument of The Research

In this research, the instrument used was a Reading test. This reading test distributed in the form of *pretest* and *posttest* to students in the control class and experimental class. The reading test used to assess how students' reading skills are *before* and *after* the treatment, with differences in the experimental class using the M.U.R.D.E.R strategy in the teaching and learning process meanwhile in the control class using conventional method.

E. Procedure of Collecting Data

1. Test

The test given is a reading test consisting of *Pre-test* and *Post-test*, the test distributed online using Google Form. Students can access it via the link that was provided by the researcher.

2. Treatment

This step was done between the *Pre-test* and *Post-test*. Note: before starting the online meeting for the learning process to both of the class, the researcher first gave a *Pre-test* to students in order to get initial information about their Reading Skills.

a. Experiment Class

1. The researcher greets the students and then prays together before starting the lesson. Then check attendance and deliver core competencies, basic competencies learning objectives and learning materials.
2. The researcher created a good learning atmosphere (*Mood*) by stimulating student learning motivation to support their interest related to what they will learn. There are many ways to create a good atmosphere for learning, but for

online classes, there is one thing that is important to note. The main thing is to pay attention to the quality of the internet network. The first task of the researcher is to make sure the students have a good network to follow the learning. Furthermore, maintaining a good atmosphere in learning can be done by involving students actively in learning. Some attention-grabbing quizzes might be useful, using interesting backgrounds or materials, packing the material with games but still paying attention to the balance of learning, such as 80% education and 20% playing. The next way is to consider study time, occasionally give breaks and not keep on continuing to discuss the material from the beginning until the end.

3. The researcher conveys the material to be studied, namely report text and providing an explanation to stimulate their initial knowledge regarding the learning material.
4. The researcher explain about the report text and its scope then provides an opportunity to ask questions that are not or have not been understood about the report text. After that gave the text "Cats" (for the first meeting) and "Cherry Blossom/Sakura" (for the second meeting) to the students.
5. The researcher give the opportunity for some students to read the text that had been given, the others listened while reading silently.
6. After reading the researcher ask the students to write down/speak-up/underline the things they did not understand (*Understand*) such as meaning of a word etc.,
7. The researcher ask the students to remember all of the information that have been learned (*Recall*) in a discussion so that they could convey these things to

their friends. The researcher may ask several questions to help the students recall information.

8. The researcher ask the students to do further reading by paying attention to the parts they did not understand, finding related information so that it encourage them to find answers to the problem they faced (*Digest*). In the meantime, students are allowed to seek additional information using other learning resources such as books or opening the internet.
9. The researcher asks students to analyze the material, looking for new knowledge by relating it to everyday life, like independent study (*Expand*) where students engage curiosity with questions in their minds to encourage them to think and develop skills in reading, with the researcher monitoring their activities. Researchers can provide examples of comprehension questions related to the given text, for example : it is mentioned in the text '*Cats are considered as "perfect carnivore"*', then why do they sometimes consume grass? (first meeting), '*Can cherry blossoms grow in Indonesia? Why cherry blossoms become an icon for the city of Japan?*' (second meeting), and then ask students to do the same to increase their knowledge.
10. The researcher reopen the discussion session to conclude all student learning outcomes so that they could also share new knowledge with each other. After completion, the researcher gave conclusions and examined student learning activities then asks students to do individual reviews in order to help their understanding until they mastered it (*Review*).

11. In closing, the researcher asks what difficulties they experienced during the learning process, provides motivation and assess student learning activities as a whole, before finally closing the lesson by praying and greeting.

Note: At the last meeting there's no more learning process. The researcher enter the online class at the last meeting as a closing class, where the researcher give a *Post-test* related to the material they have learned in the two previous meetings. However, before giving the *Post-test*, the researcher reiterated the report text material and share knowledge by discussing it with students, explaining the strategies they use while learning and opening students' perspectives by giving an impression on the strategy, is it interesting for them, does it have an impact on their learning style, and so on. After that the researcher give a *Post-test* as a form of final assessment of the development of students' reading skills.

b. Control Class

The differences between Experimental Class and Control Class was in the treatment being given, where Experimental Class used M.U.R.D.E.R Strategy while Control Class learning process runs as usual without any specific learning method or just conventional learning.

1. The researcher greets the students', pray together, and then checking attendance before start the lesson.
2. The researcher conveys the material to be studied, namely report text and give explanation about it.
3. The researcher provides opportunity for students to ask questions that have not been understood related to the material.

4. The researcher give the text "Cats" (for the first meeting) and "Cherry Blossom/Sakura" (for the second meeting) to the students, and ask some of them to read it, the other listened while reading silently.
5. The researcher give task to the students to find the characteristics of the report text in the given text and write/explain it. After that, the researcher opened a discussion session as a forum for students to exchange opinions about the material that had been studied.
6. The researcher concludes the learning activities as a whole and asks about the students' difficulties during learning.
7. After providing further explanations and reviewing student learning activities, the researcher will close the class by praying together and greeting.

F. Data Analysis Technique

To perform data analysis, several formulas are needed as a reference in the preparation of data. Utilizing quantitative analysis, the data was examined. The formulas can be seen as follow:

1. Scoring the correct answer from students according to Gay in Hengki et.al:

$$\text{Score} = \frac{\text{students correct answers}}{\text{the total number of item}} \times 100$$
2. Classifying students score. The scores obtained by students in such a way are classified according to the table below:

Table 3.3 Score and Classification for Reading

No.	Score	Classification
1.	86-100	Very good
2.	71-85	Good
3.	56-70	Fair

4.	41-55	Poor
5.	≤ 40	Very poor ³⁴

3. Calculating frequency and percentage of students score using the formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total number of students

4. To find out the students mean score, using the formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} : Mean Score

$\sum x$: The sum of students score

N : Total number of students³⁵

5. Calculating standard deviation of the students using the following formula:

$$SD = \sqrt{\left(\frac{SS}{N-1}\right)} \quad \text{where } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

Where: SD = Standard Deviation

$\sum x$ = The sum all square

N = The total number of students

$(\sum x)^2$ = The sum square of the sum of square

³⁴ Hengki et.al. *The Progressive and Fun Education in Covid-19* (N.p., Media Sains Indonesia, 2021). p.236-237

³⁵ Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Pratiknya*, (Jakarta: PT. Bumi Aksara, 2004). p.88

6. To find out the difference of mean score between *pre-test* and *post-test* by calculating the test value, applying for non-independent sample t-test using the following formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

- Where: t = Test of significance
 \bar{x}_1 = Mean score of experimental class
 \bar{x}_2 = Mean score of control class
 SS_1 = The sum square of experimental class
 SS_2 = The sum square of control class
 n_1 = The total number of experimental class
 n_2 = The total number of control class³⁶

7. Criteria of testing hypothesis

If $t_{\text{table}} < t_{\text{test}}$, H_a is accepted H_o is rejected. It means The Use of M.U.R.D.E.R Strategy in Online class able to improve students reading skill.

If $t_{\text{test}} < t_{\text{table}}$ H_o is accepted H_a is rejected. It means The Use of M.U.R.D.E.R in Online class unable to improve students reading skill.³⁷

³⁶ L.R Gay, et. al., *Educational Research: Competencies for analyzing and applications* (8th ed.), (Upper Saddle River, NJ: Pearson, 2006). p.351

³⁷ Juliana, 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* (Diss. IAIN Parepare, 2019). p.33

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the findings followed by discussion. The findings explain the results of all the data that has been obtained from the test, and The Discussion explaining and interpreting the results. Each section will be described in the following description:

A. Findings

The findings in this research include all the results obtained by researchers from providing treatment, data processing, observation and applied all the procedures that had been shown in the previous chapter, to find the use of M.U.R.D.E.R. Strategy in online classes that can improve students' reading skills. From Pre-test that was given before the treatment, using M.U.R.D.E.R Strategy as learning method, and Post-test after the treatment. There was a definite difference from each results, so it can be inferred that there was improvement in students Reading skill after the treatment was done.

The results of Data Analysis in students Reading skill after using M.U.R.D.E.R Strategy in online class shown with the classification of their score on the pre-test and the post-test for both class.

1. Experimental Class

Table 4.1 The Classification, Frequency, and Percentage of Students Score in Pre-test.

Classification	Score	Frequency	Percentage
Very Good	86-100	1	5%
Good	71-85	5	25%
Fair	56-70	10	50%

Poor	41-55	4	20%
Very Poor	< 40		
Total		20	100%

Based on the Table 4.1 The Pre-test of students in the Experimental Class shows that there are 4 (20%) out of 20 students are in the Poor Categories and 10 (50%) out of 20 students are in the Fair categories. The Experimental Class give a fine impression because of their result, there are 5 (25%) out of 20 students that reach Good categories. However, as a whole, Experimental class initial result was categorized as Fair categories.

Table 4.2 The Classification, Frequency and Percentage of Students Score in Post-test.

Classification	Score	Frequency	Percentage
Very Good	86-100	4	20%
Good	71-85	13	65%
Fair	56-70	3	15%
Poor	41-55		
Very Poor	< 40		
Total		20	100%

After the treatment where M.U.R.D.E.R Strategy used as learning method, as a result, it can be seen that there was a significant differences in Pre-test and Post-test of students score in the Experimental class. Table 4.2 results shows in the Post-test, none of the students score in the Poor categories anymore, 3 (15%) out of 20 students are in the Fair categories which mean there was improvement different from the Pre-test. There was also an increase in the students score in a Good and Very Good categories. In the Pre-test, Good categories only have 5 (25%) out of 20 students and then become 13 (65%) in the post-test. Very Good categories only have 1 (5%) out of 20 students in the pre-test and then become 4 (20%) in the post-test.

These results could be sufficient evidence that the strategies the researcher used to perform in online class worked well with students on the Experimental Class. It can be seen by the table 4.1 and 4.2 that shows the difference between students score in the pre-test and post-test, where students score have increased from Pre-test to Post-test and categorized from Fair to Good categories.

2. Control Class

Table 4.3 The Classification, Frequency and Percentage of Students Score in Pre-test.

Classification	Score	Frequency	Percentage
Very Good	86-100		
Good	71-85		
Fair	56-70	7	35%
Poor	41-55	11	55%
Very Poor	< 40	2	10%
Total		20	100%

Table 4.3 shows students Pre-test score in the Control Class best result can only reach the Fair categories with 7 (35%) out of 20 students, and there are even 2 (10%) in the Very Poor Categories. More than a half with 11 (55%) out of 20 students was in a Poor Categories, that indicates students Reading Skill in Control Class was below average.

Table 4.4 The Classification, Frequency and Percentage of Students Score in Post-test.

Classification	Score	Frequency	Percentage
Very Good	86-100	1	5%
Good	71-85	3	15%
Fair	56-70	8	40%
Poor	41-55	8	40%
Very Poor	< 40		
Total		20	100%

Based on Table 4.4 After the learning process conducted by the researcher through normal method (Without using M.U.R.D.E.R Strategy), at least there was an increase in the students score that shows in the Post-test.

In the post-test, there are none students score in the Very Poor categories, there is 1 (5%) out of 20 students that reach the Very Good categories, 3 (13%) out of 20 students are in the Good categories, while before in the Pre-test none of the students score reach it. This is a good result considering that using normal methods in online classes will feel a little different from what the students are used to.

However there was still 8 (40%) out of 20 students in the poor categories in the Post-test even after the treatment was done. It is indeed increased from the Pre-test result where there was 11 (55%) out of 20 students, however this will be another prove that using M.U.R.D.E.R Strategy can give a better results to improve students Reading Skill.

3. The Mean Score and Standard Deviation

The students result in the pre-test and post-test are used to calculating the mean score and standard deviation. It can be seen by the following table:

Table 4.5 The Mean score and Standard Deviation in the Pre-test

Sample	Mean Score	Standard Deviation
Experimental Class	66,3	12,11
Control Class	52,25	10,95

Based on the table above, after calculating the mean score for both class, it could be inferred that the students Reading Skill in Control Class was in the Poor category, meanwhile in Experimental Class was in the Fair category. The standard deviation of each class was considered high. It means that both classes almost have

the same number of deviation in the students Reading Skill before learning through M.U.R.D.E.R (Mood, Understand, Recall, Digest, Expand and Review) Strategy.

Table 4.6 The Mean Score and Standard Deviation in the Post-test

Sample	Mean Score	Standard Deviation
Experimental Class	79,35	9,68
Control Class	60,4	10.42

Table 4.6 shows an increase in both classes in the Post-test after accepting treatment in the learning process. In the Control Class, students Reading skill was increased and can be categorized as Fair category. Meanwhile in the Experiment Class where M.U.R.D.E.R Strategy was used, the result shows that the student Reading Skill increased from Fair to Good Category. In addition, standard deviation also become smaller than in the pre-test, it indicates the data tends to cluster closer to the mean score, meaning the data has little variation.

After finding out the mean score and standard deviation, the writer tabulates the results using the following formula:

$$\begin{aligned}
 t &= \frac{x_1 - x_2}{\sqrt{\left(\frac{ss_1 + ss_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{79,35 - 60,4}{18,95} \\
 &= \frac{\sqrt{\left(\frac{1578 + 1208}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}{18,95} \\
 &= \frac{\sqrt{\left(\frac{2795}{38}\right)\left(\frac{2}{20}\right)}}{18,95} \\
 &= \frac{\sqrt{(73.55)(0.1)}}{18,95} \\
 &= \frac{\sqrt{7,35}}{18,95} \\
 &= \frac{2,71}{6,99}
 \end{aligned}$$

Thus, it shows that the t-test value is 6,99 and it would be compared with t table which two-tailed test with significance 5%. The researcher compared the results of students Reading Skill between Experimental class and Control Class based on the post-test after the treatment.

4. Hypothesis Testing

After finding out the t-test value, the researcher calculated the degree of freedom (df) using the following formula:

$$\begin{aligned} Df &= N - 1 \\ &= 20 - 1 \\ &= 19 \\ Df \text{ with significance } (0,05) &= 2,093 \end{aligned}$$

Thus, for the level significance (p) 5% and df = 19, then the value of t-table is 2,093, while the value of t-test is 6,99. Meaning, the t-test value is much higher than t-table ($6,99 > 2,093$). Therefore, it can be concluded that the students Reading Skill through learning using M.U.R.D.E.R Strategy even in online classes can give best results and improvement. So, based on the result above (H_a) or alternative hypothesis is accepted and (H_0) or null hypothesis is rejected.

Table 4.7 The Test of Significance

Variable	t-test	t-table
Post-test E – Post-test C	6,99	2,093

The data shows the value of the t-test was higher than t-table, it means that there was a significant difference between the students results on their Post-test. It also indicates on Hypothesis testing that using M.U.R.D.E.R Strategy in Online Class is able to Improve Students Reading Skill.

5. The way of M.U.R.D.E.R Strategy in online class environment to improve students Reading Skill.

M.U.R.D.E.R. Strategy is one of the strategies that teachers rely on in teaching to improve students' skills. In addition of the steps based on its name M for Mood, U for Understand, R for Recall, D for Digest, E for Expand and R for Review, the scope is not only used in English lessons, but is flexible enough to be used in other fields. Based on many previous research, where the M.U.R.D.E.R Strategy was used as a learning method to improve students' reading skills and provide satisfactory results, the researcher implemented the same thing but in a different environment, namely online classes.

The researcher gave 4 meetings, 1 meeting for Pre-test preparation, 2 meetings for learning with treatment and the last meeting for stabilization and Post-test, because the researcher want to see how striking differences are visible when using the M.U.R.D.E.R Strategy in online classes. The results obtained by the researcher when the online class was running, where the researcher taught Reading material for the report text type using the M.U.R.D.E.R Strategy, brought up several things that need to be paid attention to.

The first step was about **Mood**. It's basically not easy to start class in a good atmosphere. There are several causes that make students less interested in focusing on lessons. In this case, at the first meeting where the researcher taught about "Cats" material, the researcher initially got a good response. Self-introduction and a little small talk occur before entering the learning point. This is the strategy chosen by researchers to create a comfortable learning atmosphere that does not burden students even though they have to study in online classes. The researcher tried to make an

equal position with the students so that there was no pressure during the 40 minutes of study time. However, they don't stay until the end of the lesson. If sorted, the results will look like this:

Table 4.8 Students' Resilience to Stay in Online Classes

The Beginning of the Class	The Middle of the Class	The End of the Class
100%	60%	20%

The reasons given by students after being questioned by the researcher in chat forums also varied, such as poor network or other obstacles. Regardless of the truth, the researcher concluded that boredom occurs, making students give up more quickly in online classes. For this reason, the researcher concluded that maintaining students' mood and class atmosphere should not only be considered at the beginning of learning, but also until the end of class in order to create a conducive learning environment. Learning from mistakes, the researcher provided extra supervision so that at the second meeting in the lesson about "Cheery Blossom/Sakura" the number of students who stayed until the end of the lesson increased.

The second step was **Understanding**. This step requires students to understand what they've read. The researcher emphasize the parts that control students' reading skills, such as finding the main idea/main topic, identifying detail or specific information, referencing, word meaning, or inferencing. Of course, students are allowed to express parts they do not understand in order to maintain material for discussion with their peers in class. In this way, their understanding will broaden and be quickly absorbed due to sharing information.

The third step was **Recall**. At this step, students are no longer allowed to read or view prepared reading material. Rather, the researcher asked them to recall what

they already understood. This stage triggers the brain's performance in terms of remembering, because the memory is still fresh, this stage should not be that difficult. If continued training, the researcher believe this Recall stage will be an important point to see students' reading abilities and its improvement.

The fourth step was **Digest**. In this stage, students are encouraged to re-detect parts they do not understand from the reading after going through the previous 2 steps. They make notes as accurately as possible, do further reading or look for more information from other sources, in this case the researcher who acts as teachers or students utilize online information media such as Google and such. This will help students to absorb and digest more information so that their understanding broadens and is not limited to one point of view.

The fifth step was **Expand**. This part provided freedom for students to expand their understanding to the scope of their own lives. This will encouraged the information received to be easier to remember for some time to the future. For example, in the first meeting, where the material is Cats, students receive information that is consistent with what they have seen in real life. '*Cats eat grass to overcome their digestive problems*', students gave a good response and started discussing this with their prior knowledge until other information emerged that they received from their own peers.

Finally, the last step was **Review**. Students are encouraged to create their own summaries after going through all the learning steps that have been carried out previously. Reviewing not only allows students to sharpen their reading, digesting and concluding skills, but by carrying out reviews repeatedly, it will encourage students' understanding to master it easily. In this case, in the next lesson using the

same method and the same material, students will know without needing to be directed where to start learning by themselves. Brain stimulation will encourage them to create habits that they can follow to make it easier for them to learn.

After the researcher gave treatment in all that meetings, the researcher concluded that there was a definite improvement on students Reading skill as how they showed it in the Post-test results. The researcher observation in class absolutely becomes a hint that the researcher believed will give a good result.

B. Discussion

Reading is a complex activity in which the brain's performance fully utilized. Sense of sight is focused on Reading, obtaining information, processing it until an understanding is triggered in one's mind. Thus, it is important to teach students with a good plan, method or strategies that can help them with a more easy way to learn.

M.U.R.D.E.R Strategy was known to give a good result in improving students Reading comprehension based on the many research being done. In the researcher way of thinking when COVID-19 Pandemic gave such a huge change which also impacts the world of Education. Leaving a trace that changes the student learning environment from normal to via the internet, also known as online class. Of course, online classes are not something new in the world of Education, in fact students know what is called online learning via the internet. However, for Indonesia, the implementation of online learning is not comprehensive. The concept of online learning is still very foreign to Indonesian students, whether it's on WhatsApp, Google Form, or Zoom.

Thinking of a new path, the researcher implemented the M.U.R.D.E.R learning strategy in online classes to improve students' reading skills considering how flexibly this strategy can be used. M.U.R.D.E.R Strategy consists of 6 steps based on its name that is, Mood, Understand, Recall, Digest, Expand, and Review. With the aim of finding out how using the M.U.R.D.E.R Strategy in online classes can improve students' reading skills, researchers to conducted a quasi-experimental research and applied this strategy in online classes.

After making initial observations and considering students' ability to adapt, the researcher chose college students as experimental samples for several reasons. Firstly, they will not be confused by adjusting in online classes considering they have already done it in this case. Second, they are much more mature and can be controlled to participate more so that this research produces good results. Taking into account the opportunities the researcher had, the researcher selected her own juniors in this case, students in their third year of English Education Program in IAIN Parepare. Population and Samples can be seen at table 3.1 and table 3.2.

Due to several reasons, the number of students in the Control Class and Experimental Class was reduced from the initial data that the researcher received. Information from their peers from the same class, some students stated that they had dropped out of college or other reasons that resulted in them no longer attending lectures. Therefore their number decreased to 20 people in each class.

The researcher gave 4 meetings in total, where two of that was for class with treatment. There was Control Class and Experimental Class. Each class completed the pre-test and post-test with the difference where the Experimental class received a treatment, learning with M.U.R.D.E.R Strategy as method while control class have

none. Based on this strategy, the researcher first control and make a good mood/atmosphere (Mood) in order to have a good start before entering the learning activity. It is also to provide students with positive energy so that they can learn with comfort.

Next, the researcher begins the lesson with providing a reading material for students to read. It was the first step to start students understanding (Understand). They speak up what they understand, what they don't understand, what keep their interest or what they want to know. After reading, the students remembered (Recall) parts from their first Reading, what they do understand, what they're not. Do a further reading for more information (Digest), Expands it with their prior knowledge to everyday life (Expand) and discussed it with their peers. And for completing the tasks for understanding a reading text, the students Review all of their activity, make a summary and preparing for the next lesson in order to master it (Review).

Based on a literature study conducted by Umami Hayati, there are several aspects that can be called basic reading skills, and the researcher assess that students' skills in each aspect have increased according to their pre-test and post-test results. That basic skill consist of; **Identifying main ideas**, to find out the content of the text; **Identifying Supporting details**, to find out important points or information from the text; **Identifying Reference**, to find out something specified in the text; **Understanding Vocabulary**, to increase understanding of the meaning of a word; and **Making Inferences**, to test the level of self-understanding after reading.

In addition to supporting the 5 aspects mentioned above and adapting to using the M.U.R.D.E.R Strategy in online classes, the researcher divided several phases

which are considered capable of facilitating the student learning process according to the book *Interactions 2: Reading* by Pamela Herman and Elaine Kim.³⁸As follows:

1. **Before Read**, begins by stimulating students' self-readiness in reading and encouraging their interest. In the M.U.R.D.E.R Strategy, this phase was included in Mood Step where the researcher create a good atmosphere/mood before starting the lesson.
2. **Read**, focus on the Reading process and not be influenced by other things. This phase consist of Understand step where the students Read a text, and collect various information from the texts they read. Either parts that are understood or parts that are not understood.
3. **After Read**, activities to understand the text as a whole and evaluate students' self-understanding. This phase was where the students checking comprehension by identifying details (Recall), critical thinking by making inferences (Digest), discussing the Reading (Expand), writing own ideas and summarizing (Review).

Using a test as instrument that consists of a Pre-test and Post-test, the researcher assessed the development of students' reading skills after giving treatment in class. Each test consists of 10 multiple choice questions and 5 essay questions. The text provided is also the same as the material taught, namely report text. Report text was chosen because its main function is to educate readers about a particular topic by providing detailed and accurate information. Then each question in the test was

³⁸ Pamela Hartmann and Elaine Kirn, *Interactions 2: Reading* (United States, McGraw-Hill, 2007)

created by considering the students' basic reading skills that the researcher want to improved.

In the test given, 10 multiple choice questions was to test students' reading skills according to the literature study conducted by Ummi Hayati, namely, Identifying main ideas, Identifying supporting details, Identifying References, Understanding Vocabulary and Making Inferences. These five skills are also basically used in the TOEFL - Reading section of the test, so the researcher consider them as basic reading skills that students should have and need to improve.

Meanwhile, 5 Essay questions are used to test students' advanced understanding, where these questions require the ability to inferencing, writing own ideas, and making conclusions. The researcher captured the difference between students who gave answers according to what was written in the text and students who gave answers using their own language but did not reduce the intent and purpose of the answer itself. According to the researcher, this difference means that there are students who give answers monotonously in the sense of understanding the questions and giving answers that they find from reading texts like copy and paste. Then, there are students who give more varied and expressive answers using their own language and didn't imitate the reading text.

According to researchers, answers that are more varied and expressive will stick in students' memories much longer than just writing the contents of the text as a complete answer. This shows students' ability to make conclusions and showing it using their own language of understanding is much more successful in their reading skills. However, this doesn't mean that students who give answers according to the text were wrongs, it's just that if we look and considering at long-term success, the

researcher focus more on students who answer essay questions using their own language.

Table 4.9 Students Score in Pre-test and Post-test

NO.	Control Class (n)	Pre-Test	Post-Test	Experimental Class (n)	Pre-Test	Post-Test
1.	APP	70	52	A.NF	80	72
2.	A	70	47	FP	75	78
3.	ARH	70	47	H	70	69
4.	An	58	52	IZWI	75	72
5.	AL	54	59	JA	53	78
6.	DRM	56	67	M	66	78
7.	FA	60	51	M.D	95	100
8.	JN	54	54	M.IU	42	72
9.	MS	55	63	M.IB	57	68
10.	MF	55	62	M.M	70	98
11.	N	58	59	MF	80	83
12.	NFB	45	59	N	52	82
13.	NH	41	52	Nurh	65	84
14.	R	36	58	Nurz	72	77
15.	RH	41	63	RDI	53	74
16.	RS	31	55	SH	70	95
17.	Ri	46	71	SA	60	80
18.	SA	55	71	Su A	67	88
19.	SW	46	80	UC	67	67
20.	VP	44	86	WA	57	72
	Total	1045	1208		1326	1587
	Max. score	70	86		95	100
	Min. score	31	47		42	67

Based on the table above which shows the accumulated scores of each student from the Control Class and the Experimental Class in their Pre-test and Post-test results, it show striking differences. Specifically, there was an increase in the overall total score between the Pre-test and Post-test in both classes, but if look at it

personally, the decrease in scores also occurred more in the Control Class, while the increase in scores occurred more in the Experimental Class.

The Pre-test is given as a form of initial assessment to determine students' knowledge and basic reading skills. From the answers the researchers received, the Control Class mostly chose answers without careful consideration or simply chose after reading once. That's why the results obtained tend to be low and falls into **Poor category**. The researcher concluded this because the completion time for the Control Class was much faster than the experimental class. Meanwhile, the Experimental Class gave answers that were mostly in the **Fair category**, which shows their initial abilities well. It can be seen in the table 4.1 and 4.3 for more details.

The Pre-test results also showed that from 5 aspects of reading skills, the Control Class was good at finding main ideas and reference questions. Essay results also show how good they are at finding details, information or clues in the reading text. Meanwhile, the Experimental Class showed Pre-test results and excelled in identifying details, inferencing, reference questions and essay results showing how good they were at making conclusions. Thus, for Control Class need to improve their skill on inferencing, understanding vocabulary and making conclusions meanwhile for Experimental class need to improve their skill for finding main topic/ideas and understanding vocabulary.

By not ignoring the results of the Pre-test which show students' initial skills, the researcher aimed to make these five skills increase according to their abilities. After that, the learning process in the online class was given to both classes with differences in treatment where the Experimental class used the M.U.R.D.E.R Strategy while the Control class used conventional methods. The researcher implemented the

M.U.R.D.E.R strategy step by step in such a way as to consider which parts of the students' understanding needed to be improved.

In the two online class meetings that have been conducted, the researcher found differences between the Experimental Class and Control Class only based on the use of learning methods applied. The Experimental Class that used M.U.R.D.E.R Strategy as a learning method, is typically more easily controlled because the researchers follow the directions of each step of M.U.R.D.E.R Strategy. M.U.R.D.E.R Strategy fully encourages student activities from the beginning of learning (Mood) to the end of learning (Review). Experimental Class tends to be active, interaction is maintained between the researchers as teachers and their peers when discussions are given. Students do not have the opportunity to be distracted by other things because this strategy has steps that require students to continue working on them, therefore they cannot stop learning until the end of the class.

The researcher also concluded that the role of teachers in implementing conducive online classes using this M.U.R.D.E.R Strategy is very important. Supervision of students is given not in terms of pressure to learn, but maintaining their interest so that they can continue to follow the learning process. Especially in the Mood step, where teachers will not be able to ascertain students' feelings directly if it is in an online class.

Meanwhile in the Control Class, without any particular learning method being used, the class conditions were much quieter and more silent than usual. Students would only respond when asked questions and there was very little interaction between teacher and student or student with their peers. This shows that a class without using good and appropriate learning strategies will only run in vain.

After the treatment, Post-test was given to both classes to assess students' reading skill and see how it was different from the Pre-test. The researcher found quite good results in terms of student achievement.

The Post-test results showed an increase in student scores in both the Control and Experimental classes. After being collected and categorized, the accumulated scores of students in the Control class showed an increase from the **Poor category** to the **Fair category**. There were also students who reached the Good and Very Good Categories even in the control class. However, the number of students in the Poor category is still considered large even though the increase in their scores is clearly visible. It can be seen in the table 4.4 for more.

The Post-test results of the Experimental class where the treatment was given, using the M.U.R.D.E.R Strategy as a learning strategy, also showed a rapid increase in student scores. After being accumulated, the student's scores were categorized in the **Good category** after previously being in the **Fair category** based on the pre-test results. More than half of the students succeeded in increasing their scores to reach the Good category, there were even 4 who reached the very good category. This increase provides solid evidence that the use of the M.U.R.D.E.R Strategy as a learning strategy is considered effective and successful. It can be seen in the table 4.2 for more.

Based on consideration of the Pre-test results, the basic reading skills of students from both classes in this case also increased. Start from the Control class which only used conventional methods known to students as in a normal classroom environment. Without using any special strategies and the class runs as usual. There are deficiencies in several points such as a lack of learning atmosphere, boredom that

arises, and little interaction. It was different from the Experimental class which used the M.U.R.D.E.R Strategy in the learning process. The class becomes more lively because each step in this strategy requires students to continue to be active in the class.

Thus, the treatment had an impact on the students' Post-test results and analyzed their achievement. The students' reading skills increased in the Control class starts with their Inferencing skill, making conclusions and finding detailed information. Their understanding of vocabulary also increased, indicating a significant difference from their previous pre-test results. Even so, the researcher found a decline in their identifying main idea/topic skills because half of the students answered incorrectly on the question of finding the main idea. Even though improvements in their other skills show good results, there are also declines that are not realized by the students.

Meanwhile in the Experimental class, it was clear that their skill to find the main idea/topic had increased, they answered correctly in the first post-test question which asked about finding the main idea of the text. They were very good at reference questions, to the point where 3 questions about reference question were answered correctly by almost all the students. Their vocabulary comprehension skill also improve, no doubt they showed a very good results and increased from their previous pre-test scores.

After giving the treatment and the test, the researcher gather all of the data, calculating based on students score in Pre-test and Post-test of each class and got a good result. It was showed in the Post-test results, the Mean score in Experimental class was 79,35 (Good Category) meanwhile in the Control class was 60,4 (Fair

Category). Compared for the Pre-test score of each class, there was a significant difference especially in Experimental class where the treatment was done. Applying M.U.R.D.E.R Strategy made the students in Experimental Class more active because of the interesting and demanding steps. Meanwhile in the Control Class, most students are silent due to lack of interest.

Furthermore, after calculating the mean score and standard deviation, the researcher tabulate the t-test based on the post-test and found that the t-test (6,99) value was much higher than the t-table (2,093) value, with the degree of freedom (df) was 19, $p = 0,05$. This indicates that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) was rejected, because t-test value is higher than t-table.

Thus, The Third Year Students in English Department Program of IAIN Parepare increased their Reading Skill through learn by using M.U.R.D.E.R. Strategy as learning method even if it in online classes. The researcher then concluded that The Use of M.U.R.D.E.R Strategy in Online Class to Improve Students Reading Skill is effective.

CHAPTER V

CONCLUSSION AND SUGESSTION

A. Conclusion

Based on the finding and discussion on the previous chapter in this study, the researcher concluded that the use of M.U.R.D.E.R Strategy in online class is able to improve students' reading skills. The first sign can be seen by observing the class progress, in this case, students in the experimental class was more active than in the control class. There was also improvement that differs the first and second meeting where the students take initiative to learn before being directed by researcher.

The second sign can be concluded from the results of analyzing the data from Pre-test and Post-test. It showed that t-test value (6,99) was higher than t-table (2,093), at the level of significance (p) 5% with degree of freedom (df) was 19. It means for the hypothesis testing, where alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected.

The differences between the use of M.U.R.D.E.R Strategy in this case in offline class or in online class. The researcher conducted this research on the basis of an effort to find out how the use of this strategy that was known to provide positive effects and results in normal classes, then what the results are if used in online classes. What are the differences and what problems can arises.

Unlike offline classes, students' Moods cannot be predicted in online classes. Students can turn off their cameras on Zoom and mute their voices and do other activities that cannot be known. Meanwhile in the offline classes where teachers and students meet face to face, there is no way for the students to escape from the classroom or learning process. So, with that in mind as a reminder, the researcher

hopes that teachers or future researchers who intend to conduct similar research will pay attention to at least the differences between online and offline classes so that we can find results that have a positive impact on students.

B. Suggestion

With respect and gratitude for the contributions and achievements obtained by the students as samples in this research, the researcher provides several suggestions, as followed:

1. For the English Teacher

1) M.U.R.D.E.R Strategy is a good, flexible and simple strategy that can be used in teaching Reading. They should apply this strategy in order to make easy way for students to learn and improve their skill in Reading.

2) In case teacher have to teach through Online Class, they should ensure that every steps in M.U.R.D.E.R Strategy runs well not only in the beginning of the class but until the end of the class. Especially in the Mood step where it can be difficult to make sure students feeling because in online classes we can face students directly.

2. For the Students

Researchers hope that with this strategy, students can find interest and motivation that can encourage them to enjoy learning more even if it in online classes. Study hard and get the result that they want.

3. For the Next Researcher

M.U.R.D.E.R Strategy was only one of many strategies that have been discovered that perform well in class and give a best result on students achievements. With this research, the researcher hopes for the next researcher

to find a new way or new technique that can be used in teaching but also catch the students interest, so they can enjoy the learning process and improve their initial skill. In reminder to make sure even a slightest differences was take into consideration to make a good way to all of the learners.



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APPENDICES

Appendix 01 : Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang 91131 Telp. (0421) 21307
	VALIDASI INSTRUMEN PENELITIAN

NAMA MAHASISWA : SERINA
NIM : 18.1300.071
FAKULTAS : TARBIYAH
PRODI : PENDIDIKAN BAHASA INGGRIS
JUDUL : THE USE OF MURDER STRATEGY IN ONLINE
CLASS TO IMPROVE STUDENTS READING SKILL AT
THE THIRD YEAR ENGLISH DEPARTMENT OF IAIN
PAREPARE
INSTRUMEN : READING TEST (Pre-Test and Post-test)

PRE-TEST

A. Multiple choice

Choose the answer that you think is the most correct!

Carbon dating can be used to estimate the age of any organic material; it has been used successfully in archeology to determine the age of ancient artifacts or fossil as well as in a variety of other fields. The principle underlying the use of carbon dating is that carbon is a part of all living things on Earth. Since a radioactive substance such as carbon-14 has a known half-life, the amount of

carbon-14 remaining in an object can be used to date that object.

Carbon-14 has a half-life of 5,570 years, which means that after that number of years half of the carbon-14 atoms have decayed into nitrogen-14. It is the ratio of carbon-14 to nitrogen-14 in that substance that indicates the age of the substance. If, for example, in a particular sample the amount of carbon-14 is roughly equivalent to the amount of nitrogen-14, this indicates that around half of the carbon-14 has decayed into nitrogen-14, and the sample is approximately 5,570 years old.

Carbon dating cannot be used effectively in dating objects that are older than 80,000 years. When objects are that old, much of the carbon-14 has already decayed into nitrogen-14, and the minuscule amount that is left does not provide a reliable measurement of age. In the case of older objects, other age-dating methods are available, methods which use radioactive atoms with longer half-lives than carbon has.

1. This passage is mainly about?
 - a. The differences between carbon-14 and nitrogen-14
 - b. One method of dating old objects
 - c. Archeology and the study of ancient artifacts
 - d. Various uses for carbon
2. Which of the following is NOT true about carbon-14?
 - a. It is radioactive
 - b. Its half-life is more than 5,000 years
 - c. It and nitrogen always exist in equal amount in any substance
 - d. It can decay into nitrogen-14
3. The pronoun “it” in line 1 refers to?

- a. Carbon dating
 - b. The age
 - c. Any organic natural material
 - d. Archeology
4. The word “underlying” in line 3 could best be replaced by?
- a. Below
 - b. Requiring
 - c. Being studied through
 - d. Serving as a basis for
5. It can be inferred from the passage that if an item contains more carbon-14 than nitrogen-14, then the item is?
- a. Too old to be age-dated with carbon-14
 - b. Not as much as 5,570 years old
 - c. Too radioactive to be used by archeologists
 - d. More than 5,570 years old

The term camel is derived via Latin and Greek *camelus*. Camel is an even-toed ungulate within the genus *Camelus*, bearing distinctive fatty deposits known as "humps" on its back. The two surviving species of camel are the dromedary, or one-humped camel (*C. dromedarius*), which inhabits the Middle East and the Horn of Africa; and the Bactrian, or two-humped camel (*C. bactrianus*), which inhabits Central Asia. They provide milk, meat, hair for textiles and are working animals with tasks ranging from human transport to bearing loads.

The camel's average life span is from 40 to 50 years. An adult camel stands 1.85 m (6 ft 1 in) at the shoulder and 2.15 m (7 ft 1 in) at the hump. Camels can run at up

to 65 km/h (40 mph) in short bursts and sustain speeds of up to 40 km/h (25 mph).

Bactrian camels weigh 300 to 1,000 kg (660 to 2,200 lb) and dromedaries 300 to 600 kg (660 to 1,320 lb).

The male dromedary camel has in its throat an organ called a *dulla*, a large, inflatable sac he extrudes from his mouth when in rut to assert dominance and attract females.

Camels mate by having both male and female sitting on the ground, with the male mounting from behind. The male usually ejaculates three or four times within a single mating session. *Camelids* are the only ungulates to mate in a sitting position.

6. Which of the following would be the best title for this passage?
 - a. The story of hump
 - b. The desert ship
 - c. The Horn of Africa
 - d. History of dromedary
7. The closest meaning of the word “Hump” is?
 - a. Stash
 - b. Backup
 - c. Protuberance
 - d. Hoard
8. In addition to providing products, camels are also known as working animals because?
 - a. They are tame
 - b. They can walk far and maintain their speed
 - c. They become a means of human transportation and carry goods
 - d. They are easy to control
9. It can be inferred from the passage that during the camel mating season

- a. Domination issued by the females
 - b. Sitting position is only one of the many ways camels mate
 - c. A special section on the male camels takes a big role
 - d. The frequency of ejaculate in one breeding session depends on male dominance
10. In line 3, the word “its” is refers to?
- a. The hump
 - b. Dromedary
 - c. Camels
 - d. Bactrian

B. Essay

1. What is the purpose of the text above?
2. What are the characteristic of camel that can be known from the text above?
3. What is *dulla* means?
4. What are the generic structure of the text above? Mention it!
5. What distinguishes the camel from other animals that makes it unique? Explain!

POST-TEST

A. Multiple Choice

Choose the answer do you think is the most correct!

Mount Rushmore is well-known monument in the Black Hills of South Dakota that features the countenances of four United States presidents; Washington, Jefferson, Roosevelt, and Lincoln. What is not so well-known is that the process of creating this national treasure was not exactly an uneventful one.

Mount Rushmore was the project of the visionary sculptor John Gutzen de la Mothe Borglum, who was born in Idaho but studied sculpture in Paris in his youth and befriended the famous French sculptor Auguste Rodin. In 1927 Borglum was granted a commission by the federal government to create the sculpture on Mount Rushmore. Though he was nearly sixty years old when he started, he was undaunted by the enormity of the project and the obstacles that it engendered. He optimistically asserted that the project would be completed within five years, not caring to recognize the potential problems that such a massive project would involve, the problems of dealing with financing, with government bureaucracy, and with Mother Nature Herself. An example of what Mother Nature had to throw at the project was the fissure-or large crack- that developed in the granite where Jefferson was being carved. Jefferson had to be moved to the other side of Washington, next to Roosevelt because of the break in the stone. The work that had been started on the first Jefferson had to be dynamited away. Mount Rushmore was not completed within the five years predicted by Borglum and was in fact not actually completed within Borglum's lifetime, although it was almost finished. Borglum died on March 6, 1941, at the age of seventy-four, after fourteen years of work on the presidents. His son, Lincoln Borglum, who had worked with his father throughout the project, completed the monument within eight months of his father's death.

1. Which of the following best expresses the main idea of the passage?
 - a. Mount Rushmore was a huge project filled with numerous obstacles.
 - b. Mount Rushmore is a famous American monument.
 - c. Mount Rushmore has a sculptures of four Unites States presidents on it.
 - d. John Gutzen de la Mothe Borglum created Mount Rushmore.

2. Which of the following best describes the relationship between Borglum and Rodin in Borglum's early years?
 - a. Borglum studied about Rodin in Paris
 - b. Borglum was far more famous than Rodin as a sculptor
 - c. Borglum and Rodin were born and raised in the same place
 - d. Borglum and Rodin were friends
3. The pronoun "it" in line 20 refers to which of the following?
 - a. The first Jefferson
 - b. Mount Rushmore
 - c. Borglum's lifetime
 - d. Fourteen years of work
4. A "fissure" in line 15 is a?
 - a. Discoloration
 - b. Break
 - c. Unevenness
 - d. Softness
5. It can be inferred from the passage that Borglum was someone who?
 - a. Expected the best to happen
 - b. Set realistic goals
 - c. Never tried anything too challenging
 - d. Was always afraid that bad things were going to happen

It is estimated that there are 500,000 detectable earthquakes in the world each year. 100,000 of those can be felt, and 100 of them cause damage. The largest recorded earthquake in the world was a magnitude 9.5 (Mw) in Chile on May 22,

1960. The world's deadliest recorded earthquake occurred in 1556 in central China. It struck a region where most people lived in caves carved from soft rock. These dwellings collapsed during the earthquake, killing an estimated 830,000 people. In 1976 another deadly earthquake struck in Tangshan, China, where more than 250,000 people were killed.

Before electronics allowed recordings of large earthquakes, scientists built large spring-pendulum seismometers in an attempt to record the long-period motion produced by such quakes. The largest one weighed about 15 tons. There is a medium-sized one three stories high in Mexico City that is still in operation. The first "pendulum seismoscope" to measure the shaking of the ground during an earthquake was developed in 1751, and it wasn't until 1855 that faults were recognized as the source of earthquakes.

Most earthquakes occur at depths of less than 80 km (50 miles) from the Earth's surface. The magnitude of an earthquake is a measured value of the earthquake size. The magnitude is the same no matter where you are, or how strong or weak the shaking was in various locations. The intensity of an earthquake is a measure of the shaking created by the earthquake, and this value does vary with location. Moonquakes ("earthquakes" on the moon) do occur, but they happen less frequently and have smaller magnitudes than earthquakes on the Earth. It appears they are related to the tidal stresses associated with the varying distance between the Earth and Moon. They also occur at great depth, about halfway between the surface and the center of the moon.

6. What is the passage mainly about?
 - a. Scientist record on motion.
 - b. Seismic Phenomenon.

- c. Seismometers.
 - d. A Natural breakdown of the Earth.
7. What do the scientists do in an effort to record the movement produced by earthquakes?
- a. Compare the movement of earthquakes that have occurred before
 - b. Assess the intensity generated by the earthquake
 - c. Make a tool that is able to measure the movement of earthquakes
 - d. Research about earthquakes on the moon
8. The closest meaning of the word “dwelling” is?
- a. Residence
 - b. Profit
 - c. Landscape
 - d. Building
9. From the passage, it can be inferred that earthquakes ...
- a. Have the same symptoms as Moonquakes
 - b. Magnitude can change depends on the locations
 - c. Related to the tidal stresses by the Moon
 - d. Create shaking which then becomes the standard for measuring its intensity
10. The word “those” in line 2, refers to?
- a. Undetectable Earthquakes
 - b. Detectable Earthquakes
 - c. Landslide
 - d. Recorded Earthquakes

B. Essay

1. What is the purpose of the text above?
2. Based on the text above, give your opinion about China!
3. Based on the text, state what you know about earthquakes!
4. What is the difference between earthquakes and moonquakes?
5. Briefly describe the development of pendulum seismometers!



Appendix 02 : RPP (Rencana Pelaksanaan Pembelajaran)

Lesson Plan

Subject	: English
Meeting	: 1 st
Material	: Reading text (Cats)
Kind of text	: Report text
Learning Strategies	: M.U.R.D.E.R (Mood, Understand, Recall, Digest, Expand and Review)
Time Allocation	: 45 minutes

A. Core Competence :

1. Demonstrate honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, peace), polite, responsive and proactive, attitude as part of the solution to various problems in social interaction.
2. Understand, apply, analyze and evaluate factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science. knowledge, technology, arts, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge in specific fields of study according to their talents and interests to solve problems.

B. Basic Competency : Capture contextual meanings related to social functions, text structures, and linguistic elements of certain texts, both orally and in writing by giving and asking for related information according to the context of knowledge.

C. Learning Objectives

After participating in the learning activities, students are expected to be able to :

1. Read text using grammar, vocabulary, and punctuation in correct spelling.
2. Identify the characteristic, generic structure and language feature used in the text.
3. Understand English reading texts easily and improve their skills.

D. Learning Activities :

Introduction (5 minutes)	
	1) Greetings and praying before starting the lesson
	2) Check Attendance
	3) Submission of Core Competencies, Basic Competencies Learning objectives and learning material
Learning Process (35 minutes)	<p><i>Exploration</i></p> <ol style="list-style-type: none"> 1. The researcher creates a good learning atmosphere (<i>Mood</i>) by stimulating student learning motivation to support their interest related to what they will learn. 2. The researcher Explain the strategies that will be used when studying namely M.U.R.D.E.R Strategy. <p><i>Elaboration</i></p> <ol style="list-style-type: none"> 3. The researcher begin the lesson by providing an explanation and stimulate their initial knowledge regarding the learning material, <i>Report text</i>, and give the text of ‘Cats’ to them as learning material. 4. The researcher provide the opportunity to see, observe, read, rewrite the material given, broadcast, or be heard related to the reading material to the students to help improve their understanding.

	Including suggesting to writes parts that they do not understand related to the material given (<i>Understand</i>).
	5. The researcher provide the opportunity for students to prove their understanding of the material that has been studied by discussions or give question and answer session (<i>Recall</i>).
	6. The researcher ask the students to write/underline the parts they did not understand from the text or anything during the lesson, do further reading to find related information or to give them more explanation (<i>Digest</i>).
	<i>Critical Thinking</i>
	7. The researcher asks students to analyze the material, looking for new knowledge by relating it to everyday life, like independent study (<i>Expand</i>) where students engage curiosity with questions in their minds to encourage them to think and develop skills in reading, with the researcher monitoring their activities. As example it is mentioned in the text ' <i>Cats are considered as "perfect carnivore"</i> ', then why do they sometimes consume grass? Etc.
	8. The researcher opened the opportunity for discussion once again for students to explain what they had developed and exchange ideas with their peers.
	9. After completion, the researcher gave conclusions and examined student learning activities then asks students to do individual reviews in order to help their understanding until they mastered it (<i>Review</i>).
<i>Closing (5 minutes)</i>	

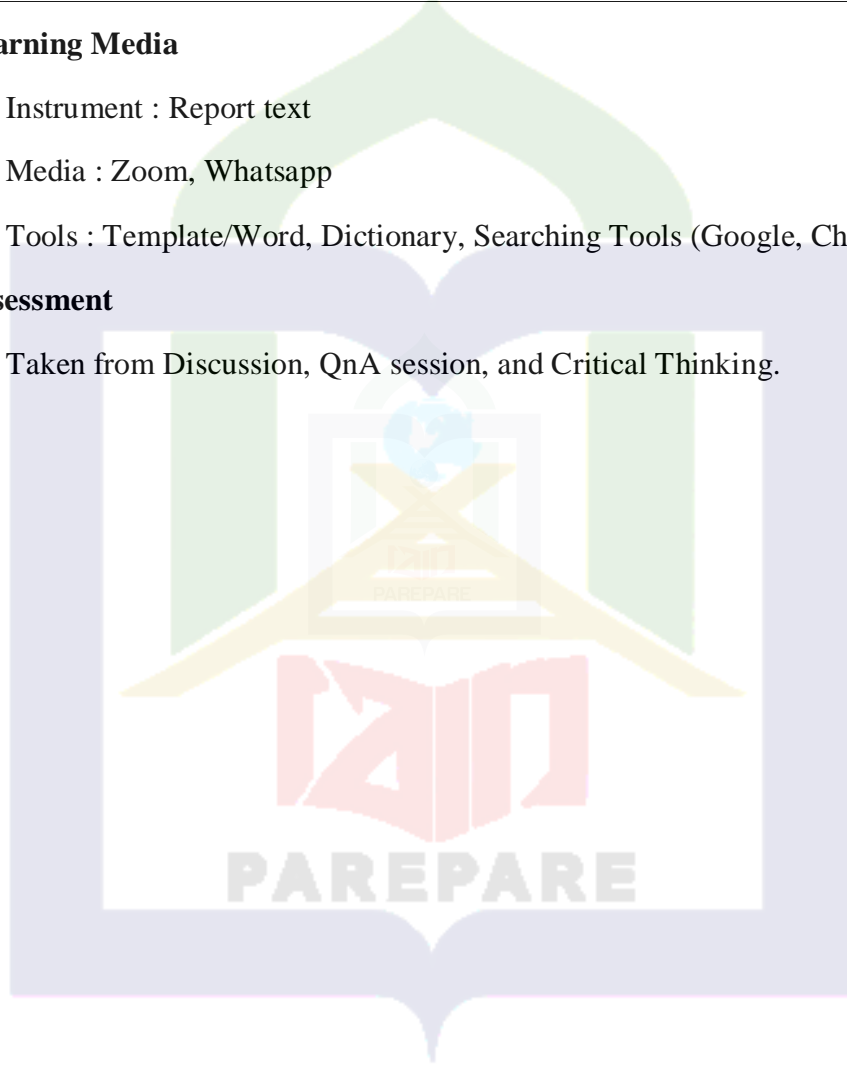
1. The researcher asked about the problems they faced during their study.
2. The researcher provides closing motivation and evaluates teaching activities as a whole while conveying lesson plans for the next meeting.
3. The researcher closed the class with a prayer and said greetings.

E. Learning Media

- Instrument : Report text
- Media : Zoom, Whatsapp
- Tools : Template/Word, Dictionary, Searching Tools (Google, Chrome etc.)

F. Assessment

- Taken from Discussion, QnA session, and Critical Thinking.



Lesson Plan

Subject	: English
Meeting	: 2 nd
Material	: Reading text (Cheery Blossom/Sakura)
Kind of text	: Report text
Learning Strategies	: M.U.R.D.E.R (Mood, Understand, Recall, Digest, Expand and Review)
Time Allocation	: 45 minutes

A. Core Competence :

1. Demonstrate honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, peace), polite, responsive and proactive, attitude as part of the solution to various problems in social interaction.
2. Understand, apply, analyze and evaluate factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science. Knowledge, technology, arts, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge in specific fields of study according to their talents and interests to solve problems.

B. Basic Competency : Capture contextual meanings related to social functions, text structures, and linguistic elements of certain texts, both orally and in writing by giving and asking for related information according to the context of knowledge.

C. Learning Objective :

After participating in the learning activities, students are expected to be able to :

1. Read text using grammar, vocabulary, and punctuation in correct spelling.

2. Identify the characteristic, generic structure and language features used in the text.
3. Understand English reading texts easily and improve their skills.

D. Learning Activities :

Introduction (5 minutes)	
	1. Greetings and praying before starting the lesson
	2. Check Attendance
	3. Submission of Core Competencies, Basic Competencies Learning objectives and learning material
Learning Process (35 minutes)	<p><i>Exploration</i></p> <ol style="list-style-type: none"> 1. The researcher creates a good learning atmosphere (<i>Mood</i>) by stimulating student learning motivation to support their interest related to what they will learn. Also connecting the lesson to the previous lesson. 2. The researcher Explain the strategies that will be used when studying as remain namely M.U.R.D.E.R Strategy. <p><i>Elaboration</i></p> <ol style="list-style-type: none"> 3. The researcher begin the lesson by providing an explanation and stimulate their initial knowledge regarding the learning material, <i>Report text</i>, and give the text of ‘Cherry Blossom/Sakura’ to them as learning material. 4. The researcher provide the opportunity to see, observe, read, rewrite the material given, broadcast, or be heard related to the reading material to the students to help improve their understanding.

	Including suggesting to writes parts that they do not understand related to the material given (<i>Understand</i>).
	5. The researcher provide the opportunity for students to prove their understanding of the material that has been studied by discussions or give question and answer session (<i>Recall</i>).
	6. The researcher ask the students to write/underline the parts they did not understand from the text or anything during the lesson, do further reading to find related information or to give them more explanation (<i>Digest</i>).
	<i>Critical Thinking</i>
	7. The researcher asks students to analyze the material, looking for new knowledge by relating it to everyday life, like independent study (<i>Expand</i>) where students engage curiosity with questions in their minds to encourage them to think and develop skills in reading, with researchers monitoring their activities. As example, 'Can cherry blossoms grow in Indonesia?', 'Why cherry blossoms become an icon for the city of Japan?' Etc.
	8. The researcher opened the opportunity for discussion once again for students to explain what they had developed and exchange ideas with their peers.
	9. After completion, the researcher gave conclusions and examined student learning activities then asks students to do individual reviews in order to help their understanding until they mastered it (<i>Review</i>).
<i>Closing (5 minutes)</i>	

1. The researcher asked about the problems they faced during their study.
2. The researcher provides closing motivation and evaluates teaching activities as a whole.
3. The researcher informed the last meeting by giving a <i>posttest</i> as a form of final assessment of the development of students' reading skills and suggested to review their learning during the 2 meetings that had been conducted.
4. The researcher closed the class with a prayer and said greetings.

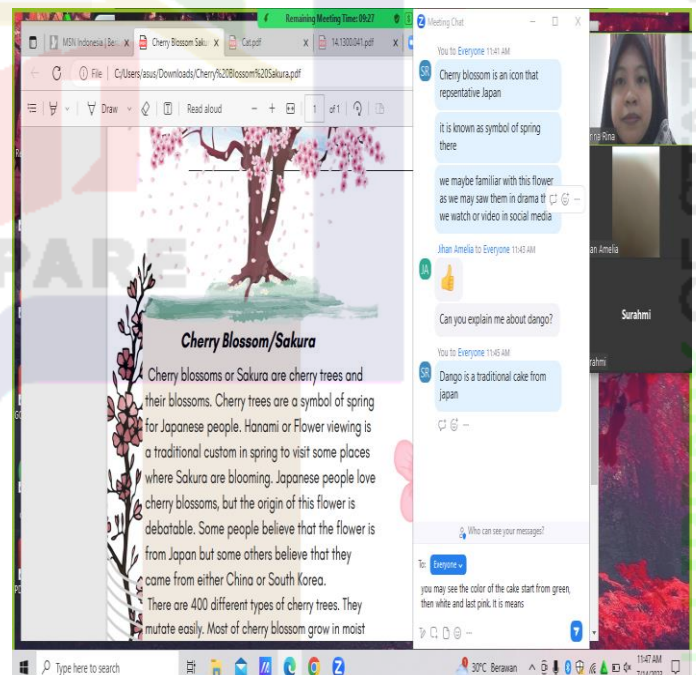
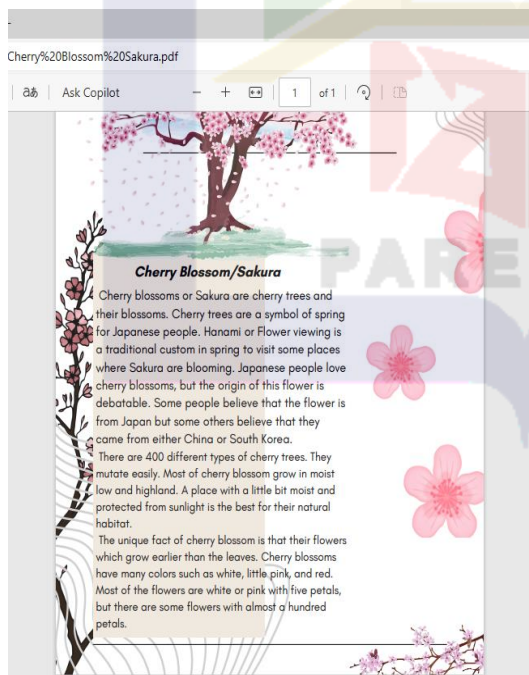
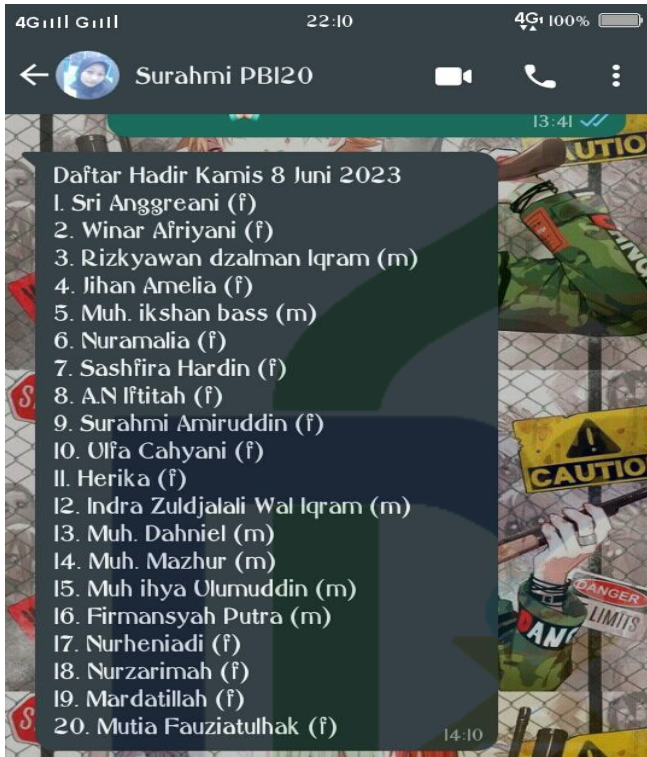
G. Learning Media

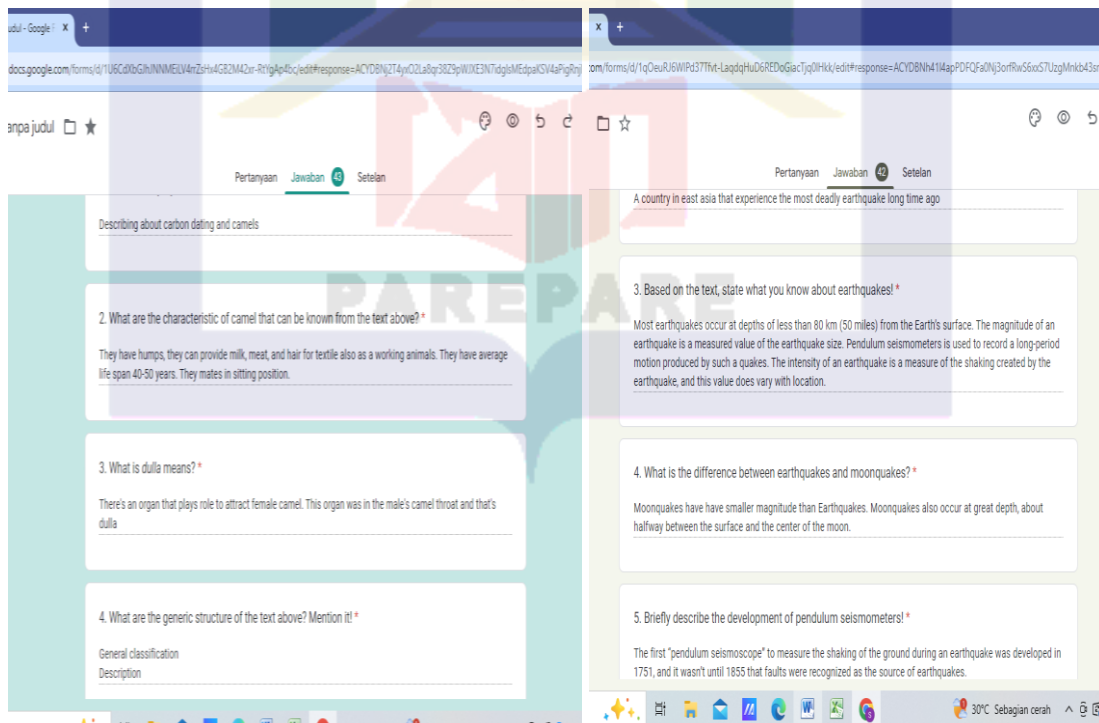
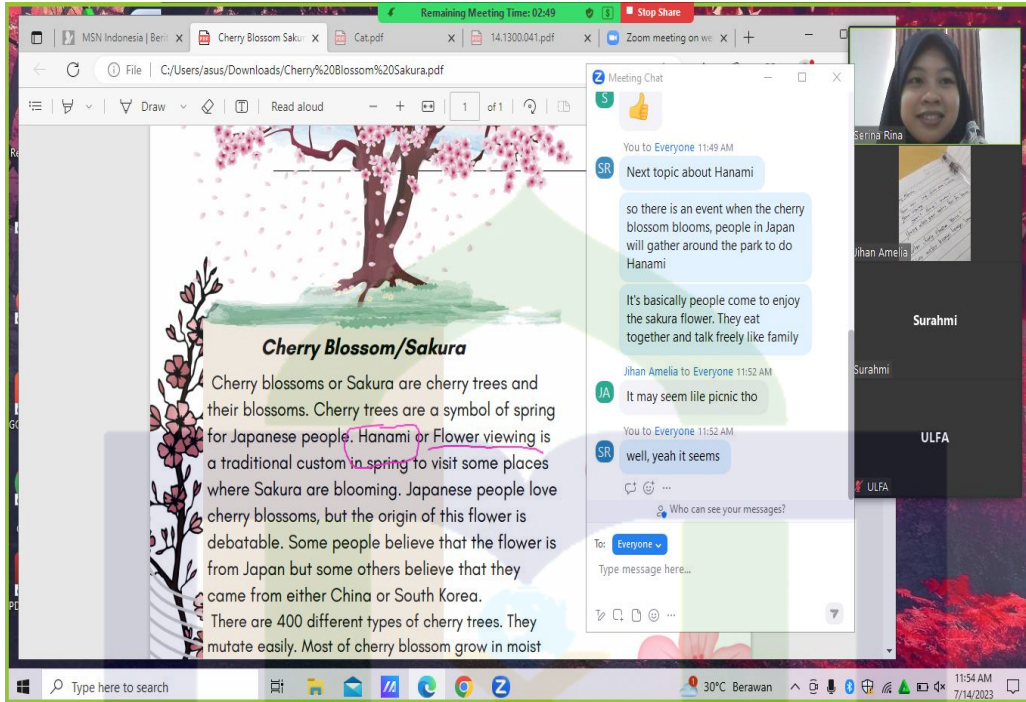
- Instrument : Report text
- Media : Zoom, Whatsapp
- Tools : Template/Word, Dictionary, Searching Tools (Google, Chrome etc.)

H. Assessment

- Taken from Discussion, QnA session, and Critical Thinking.

Appendix 03 : Documentation





Appendix 04 : Results Data

1. Control Class

NO.	NAME INITIAL	PRE-TEST SCORE (x1)	(x2)	POST-TEST SCORE (x1)	(x2)
1.	APP	70	4900	52	2704
2.	A	70	4900	47	2209
3.	ARH	70	4900	47	2209
4.	An	58	3364	52	2704
5.	AL	54	2916	59	3481
6.	DRM	56	3136	67	4489
7.	FA	60	3600	51	2601
8.	JN	54	2916	54	2916
9.	MS	55	3025	63	3969
10.	MF	55	3025	62	3844
11.	N	58	3364	59	3481
12.	NFB	45	2025	59	3481
13.	NH	41	1681	52	2704
14.	R	36	1296	58	3364
15.	RH	41	1681	63	3969
16.	RS	31	961	55	3025
17.	Ri	46	2116	71	5041
18.	SA	55	3025	71	5041
19.	SW	46	2116	80	6400
20.	VP	44	1936	86	7396
	Total	1045	56883	1208	75028
	Mean Score	52,25		60,4	
	Max. Score	70		86	
	Min. Score	31		47	
	Standard Deviation	10,95		10,42	

Source: Microsoft Excel Analysis

2. Experimental Class

NO.	NAME INITIAL	PRE-TEST SCORE (x1)	(x2)	POST-TEST SCORE (x1)	(x2)
1.	A.NF	80	6400	72	5184
2.	FP	75	5625	78	6084
3.	H	70	4900	69	4761
4.	IZWI	75	5625	72	5184
5.	JA	53	2809	78	6084
6.	M	66	4356	78	6084
7.	M.D	95	9025	100	10000
8.	M.IU	42	1764	72	5184
9.	M.IB	57	3249	68	4624
10.	M.M	70	4900	98	9604
11.	MF	80	6400	83	6889
12.	N	52	2704	82	6724
13.	Nurh	65	4225	84	7056
14.	Nurz	72	5184	77	5929
15.	RDI	53	2809	74	5476
16.	SH	70	4900	95	9025
17.	SA	60	3600	80	6400
18.	Su A	67	4489	88	7744
19.	UC	67	4489	67	4489
20.	WA	57	3249	72	5184
	Total	1326	90702	1587	127709
	Mean Score	66,3		79,35	
	Max. Score	95		100	
	Min. Score	42		67	
	Standard Deviation	12,11		9,68	

Source: Microsoft Excel Analysis

Appendix 05: Virtue of Consultant Degree



KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 309B TAHUN 2021
TENTANG

PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

- Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021,
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare,
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi,
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.
- MEMUTUSKAN
- Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**
- Kesatu : Menunjuk saudara; 1. Dr. H. Saepudin, S.Ag., M.Pd.
2. Muh. Yusuf, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Serina
NIM : 18.1300.071
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use Of M.U.R.D.E.R Strategy In Online Class To Improve Students Reading Skill At The Third Year English Department Of IAIN Parepare
- Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare,
- Keempat : Surat keputusan ini dibenarkan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 05 Oktober 2021

Dekan,



Appendix 06 : Research Recommendation

		SRN IP 0000579
PEMERINTAH KOTA PAREPARE DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU <i>Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id</i>		
REKOMENDASI PENELITIAN Nomor : 587/IP/DPM-PTSP/6/2023		
Dasar :	1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi. 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian. 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.	
Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :		
M E N G I Z I N K A N		
KEPADA		
NAMA	: SERINA	
UNIVERSITAS/ LEMBAGA	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
Jurusan	: PENDIDIKAN BAHASA INGGRIS	
ALAMAT	: JL. WISATA, KEC. KULO, KAB. SIDRAP	
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :	
JUDUL PENELITIAN	: THE USE M.UR.D.E.R STRATEGY IN ONLINE CLASS TO IMPROVE STUDENTS READING SKILL AT THE THIRD YEAR ENGLISH DEPARTMENT OF IAIN PAREPARE	
LOKASI PENELITIAN	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
LAMA PENELITIAN	: 26 Juni 2023 s.d 17 Juli 2023	
	a. Rekomendasi Penelitian berlaku selama penelitian berlangsung b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan	
	Dikeluarkan di: Parepare Pada Tanggal : 27 Juni 2023	
	KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE	
		Hj. ST. RAHMAH AMIR, ST, MM Pangkat : Pembina Tk. 1 (IV/b) NIP : 19741013 200604 2 019
Biaya : Rp. 0.00		

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)



Appendix 07 : Letter of Research Completing



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

**SURAT KETERANGAN TELAH MENELITI
NOMOR : B.2707/In.39/FTAR.01/PP.00.9/07/2024**

Yang bertanda tangan di bawah ini,

Nama : Bahtiar, M.A
NIP : 19720505 199803 1 004
Pangkat/Golongan : Pembina / IV a
Jabatan : Wakil Dekan Bidang Akademik, Kemahasiswaan,
Kelembagaan dan Kerjasama
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : SERINA
NIM : 18.1300.071
Fakultas/Prodi : Tarbiyah/ Pendidikan Bahasa Inggris
Alamat : Jl.Wisata Kec.Kulo.Kab.Sidrap

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Juni 2023 sampai dengan bulan Juli 2023, dengan judul penelitian "THE USE OF M.U.R.D.E.R STRATEGY IN ONLINE CLASS TO IMPROVE STUDENTS READING SKILL AT THE THIRD YEAR ENGLISH DEPARTMENT OF IAIN PAREPARE".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare 08 Juli 2024

Wakil Dekan,
Wakil Dekan I



Bahtiar, M.A.
NIP. 19720505 199803 1 004

CURRICULUM VITAE



The writer name is Serina. Born on May 27th 2000 in Maddenra Kulo, Sidenreng Rappang, South Sulawesi. She is the eldest in her big family consist of Father, Mother, Grandmother and five other siblings. Her Father name is Risman and her Mother name is Kartini. She likes writing, make stories and activity that let her mind free of thinking.

She graduated from elementary school in SDN 3 Kulo and continued to study at SMPN 3 Panca Rijang then choose SMAN 2 Panca Rijang as her Alma mater in high school.

In 2018, she continued her study at State Islamic Institute (IAIN) Parepare, choosing English Education Program as her major at Tarbiyah Faculty. She completed her thesis (skripsi) in the

title “The Use of M.U.R.D.E.R Strategy in Online Class to Improve Students Reading Skill at The Third Year English Department of IAIN Parepare”.

