THE INFLUENCE OF USING MURDER METHOD (*Mood, Understand, Recall, Detect, Elaborate and Review)* TOWARD STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT OF THE EIGHTH GRADE AT SMP ISLAM EL-SYIHAB BANDAR LAMPUNG

THESIS
Submitted as a Partial Fulfillment of the Requirement S1-Degree

By
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NPM. 1611040150

Department of English Education
Advisor : Dr. Mohammad Muhassin, M.Hum
Co-Advisor : Agus Hidayat, M.pd

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
2022/2023

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ABSTRACT

Reading is one of the language skills to be taught and is a way of getting meaning or knowledge from the printed page. The students' reading comprehension of SMP Islam El Syihab Bandar Lampung is still low especially in comprehending descriptive text. This research solved the problem, by MURDER strategy that consisted of mood, understand, recall,described, elaborate and repeat. The reason of this research is to measure The Influence of Using MURDER (*mood , Understand, Recall, Detect , Elaborate, Review)* method Toward Students' Reading Comprehension in Descriptive Text of the eighth grade at SMP Islam El-Syihab Bandar Lampung.

The pre experimental quantitative method is used in the research because the sample of the research was random. The sample of the research was SMP Islam El Syihab Bandar Lampung The sample took one class as the experimental class. The try-out class was a trial class before the test administered to the control and experimental class. The treatments were held in three meetings MURDER strategy was used in experimental class. In collecting the data, pre-test and post-test were given for both classes. The data which had been collected was analyzed by using SPSS (Statistical Program for Social Science) version 17. The independent sample t-test was used because the sample was taken from two different samples and to compare both pre-test, post-test in experimental class.

Based on analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H0) is refused and alternative hypothesis (Ha) is acceptedIt means that the students who are taught through MURDER (*mood, Understand, Recall, Digest , Elaborate, Review)* method Towards Students' Reading Comprehension in Descriptive Text of the eighth Grade at SMP Islam El-Syihab in the academic year of 2022/2023.

Keywords: MURDER Strategy, Pre Experimental, Reading Comprehension

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A thesis entitled : " **The Influence of Using Murder Method (Mood, Understand, Recall, Detect, Elaborate, Review)Toward Student's Reading Comperehension in Descriptive Text of the Eight Grade Smp Islam El - Syihab** " by : **Nadia Apriliani,** NPM : **1611040150,** Study Program : **English Education,** was tested and defended in the examination session held on : Friday, June 23rd 2023.

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MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمۡ تَفَسَّحُواْ فِي ٱلۡمَجَٰلِسِ فَٱفۡسَحُواْ يَفۡسَحِ ٱللَّهُ لَكُمۡۖ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرۡفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمۡ وَٱلَّذِينَ أُوتُواْ ٱلۡعِلۡمَ دَرَجَٰتٖۚ وَٱللَّهُ بِمَا تَعۡمَلُونَ خَبِيرٞ

Meaning : "God will exalt those who believe among you and those who are given knowledge by degrees. and Allah is Aware of what you do." [1] (Q.S. Al-Mujadalah: 11)

[1] Departemen Agama RI. *Al Quran dan Terjemahnya*. Bandung: Syamil Cipta Media ,2019

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Hanafi and Mrs. Yuliana who always pray for me, give me motivation, support my study, and give me advice wisely.
2. My beloved sister Dwi Kassya Debby Apriliani who always gives me support and motivation for my success.
3. My beloved uncle Jhon Heri and Piri Irawan who always protect me.
4. My beloved aunty Herawati and Evi Lativah for all delicious food you made for me.
5. My beloved cat Micha and Mbul who always be my mood booster.
6. My beloved partner Paulus Dandi Kurniawan the one who always in my side.
7. My beloved lecturers and almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Nadia Apriliani was born in Bandar Lampung on April 22^{nd}, 1998. She is the first child of two children of Mr. Hanafi and Mrs. Yuliana. She has one sister, and name is Dwi Kassya Deby Apriani. She began her study at elementary school of SDN 1 Labuhan Dalam in 2004. She graduated from elementary school in 2010. Then, she continued at Junior High School of MTs Mathlaul Anwar in 2010,. After graduating from Junior High School in 2013, she continued her study at Senior High School of SMA N 15 Bandar Lampung 2013. In 2016, she graduated from Senior High School. Furthermore, in 2016, she continued her study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

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First of all, Praise be to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis . Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled The Influence of using MURDER Method Toward students' Reading Comprehension in Descriptive Text of the Eighth Grade at SMP Islam El-Syihab Bandar Lampung presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students' partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in the thesis. Therefore, the researcher sincerely welcomes critics and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 2023
The Researcher,

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CHAPTER 1
INTRODUCTION

A. Title Affirmation

This proposal is entitled "The Influence of using MURDER Method Toward students' Reading Comprehension in Descriptive Text of the Eighth Grade at SMP Islam El-Syihab Bandar Lampung" in order to achieve the same perception between the author and the reader so as to obtain unity of understanding and avoid misunderstandings, the authors will provide a brief description of the title as follows:

1. **Murder Method**

   MURDER learning model consists of Mood, Understand, recall, detect, explain and review. This learning creates a fun and more interesting learning atmosphere so as to increase the achievement of learning outcomes in reading skills

2. **Reading Comprehension**

   is one of the abilities that must be mastered by a student in understanding reading so that he can know the intent and take information from reading sources.

B. Background of The Problem

At this time technological disruption occurs in the world of education, face-to-face learning is carried out 100 percent in schools, as a result of the COVID-19 pandemic. According to Dr. Tedros coronavirus diseases, 2019 (C0VID 19) is a new type of disease that attacks human respiration and can spread quickly. Therefore in Indonesia itself, the implementation of learning is done online which has an impact on the intelligence and potential of students. This also has an influence on the ability to learn English of students who do not understand the material because of the limited time and opportunity to study english.

English is one of the most urgent languages used by many people all over the world and social life such as in the economy, tourism,, technology, and politic fields. It is also usually used when two or more people from different countries are involved in communication,for instance in an international meeting, seminar, conference and etc. That is why, the teaching of English is started from primary school up to

university level as one of compulsory subject. In learning English there are four skills that should be mastered by the students' , those are listening, reading,speaking, and writing. These four skills are regarded as a serious problem for them. The commonly feel anxious when students' are assigned to do the task, especially when they are asked to understand an English text.

According to Aebersold and Field Reading is one the language skills , involving some processes, such as : word recognition, comprehension, and motivation .[2] The reading skill becomes very important in the education field. Students need to be habituated and trained in order to have a good reading skill. It means that reading skill is not just about reading the text but it's also the process of knowing the word mean and comprehend the text. Students' really needs this skill because, they are should have a habit to reading a lot and trained to have a good reading skills especially.

In Comprehending the text students' should have abilities to help them in understanding reading text. According to Grabe the abilities that readers should have in reading are , ability to skim to build appropriate anticipation for task demands, the ability to comprehend the text (main ideas and supporting information) and the ability to connect sets of supporting information within an organizing frame in which all the parts fit together. [3] It means that abilities can be achieved through practices with appropriate technique, and the students' should be able to find out the best technique or method to have a good achievement in reading text.

Another theory is stated by Greneall and Sawn, effective reading means being able to read accurately and efficiently , and to understand as much of the passage as the leader needs to achieve his purpose.[4] That means students must have skills and methods that support in understanding the text and provide fluency in the learning process. That's why students are required to understand the contents of the

---

[2] Aebersold, Jo Ann and Field, Mary Lee. *From Reader to Reading Teacher*. (United Kingdom: Cambridge University Press.1997), p. 15

[3] Grabe, William. *Reading in A Second Language: Moving From Theory to Practice.* (Cambridge: Cambridge University Press.2009)p. 21

[4] Greenall, Simon and Swan, Michael. *Effective Reading: Reading Skills for Advanced Students*. (Cambridge: Cambridge University Press, 1986).p.35

reading in general so that there are no misunderstandings about the learning subject.

The MURDER type of cooperative learning strategy (Mood, Understand, Recall, Digest, Expand, Review) is a cognitive psychology learning that emphasizes students' ability to reconstruct information and ideas received, understand it and communicate it orally and in writing.[5] In the steps of the MURDER learning strategy, the teacher presents information and phenomena related to learning activities and to stimulate students' curiosity. Information processing requires the involvement of metacognitive thinking and making decisions based on thinking.

In addition to developing students' metacognitive skills, this strategy can also train students' thinking skills contained in the Expand step of the MURDER learning strategy. Expand is a step where students can elaborate their initial knowledge with new knowledge so that the development of thinking skills will appear with the "why" questions themselves to answer questions that will be seen when students practice to develop critical thinking skills. Recall, digest and expand steps can strengthen learning because each pair in the group verbally presents, explains,expands, and records the main ideas of the problems given so that it will have an impact on their reading skills. As Firman Allah SWT in the Qur'an Surah Al-Mujadalah ayat 11 as follows:

الَّذِيْنَ اٰمَنُوْٓا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجٰلِسِ فَافْسَحُوْا يَفْسَحِ اللّٰهُ لَكُمْۚ وَاِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْۙ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍۗ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ

Artinya :

"Hai orang-orang beriman apabila kamu dikatakan kepadamu: "Berlapanglapanglah dalam majlis", Maka lapangkanlah niscaya Allah akan memberi kelapangan untukmu. dan apabila dikatakan: "Berdirilah kamu", Maka berdirilah, niscaya Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu

[5] Jacobs GM. *Learning Cooperative Learning: A Sourcebook Of Lesson Plans for Teacher education on Cooperative Learning .(*Singapore: SEAMEO Regional Language Center 1996) P.45

pengetahuan beberapa derajat. dan Allah Maha mengetahui apa yang kamu kerjakan.‖ (QS. Al-Mujadalah: 11)"

According to the above interpretation, Allah SWT said while educating His believing servants while ordering them to do good to each other in such an assembly because the reward is in accordance with the deeds. on the other hand, it is known that the reading ability of students at El-Syihab Islamic Junior High School had difficulties were identifying and understanding of, (1) word meaning, (2) main idea of the text, (3) specific information, (4) certain word reference;(5) communicative purpose of the text; and (6) the organization of the text .Those problems always arose and the result of this condition was that hey often got low from the Standar Competence scores in doing reading task. The scores of students' pre test in reading comprehension of the eight Grade at El-Syihab Islamic Junior High School will show on the Table below :

Table 1.1 the students' reading comprehension test score

No	class	Scores		total
		<75	>75	
1	VIII A	17	2	19
2	VIII B	17	2	19
TOTAL		34	4	38

Based on the Table 1.1 the data was show that the totals students' who got a score under 75 are 34 students, and scores higher than 75 are 4 students'. It means students' reading comprehension at El-Syihab Junior High School , specialy for Eighth Grade students, is still lower. To evaluate the problems, it can be seen from two aspects. First , the student did not have prior knowledge about the content of the text. The second was about the limitation of students' vocabulary. The impact of this condition was that they depended too much on their dictionary.they had to open the dictionary every time when they found unfamiliar new words. This situation made the students stressed. Some researchers have done the Murder Method in learning a second Language.

The first previous study was conduct Umar in titeld *The Implementation of MURDER Technique in Teaching Reading in*

Classroom [6]. This research was a descriptive research. The researcher took the second semester students'. This research was used documenting, observing and interviewing to collect the data instruments. Based on this study the data was show that the implementation of the MURDER technique can improve students' reading in teaching and learning process and some strengths of the MURDER technique in teaching reading those are encourages the students to relax and focus on the task, elicits students' prior knowledge of the reading , enhances motivation, and fitted to classroom work group.

The second previous study was conduct by Bella. Etc in titeld *The Effectiveness of MURDER Techniques to teach reading comprehension to students with Different self-Esteem*[7]. This research aimed to investigate the effectiveness of MURDER and KWL Techniques to teach reading comprehension o students' with different self-esteem . This research used questionnaire to measure the data of self esteem students' and tests to measure students' reading comprehension used MURDER and KWL techniques. Based on this previous research the data was show that MURDER and KWL are effective to teach reading comprehension to the students' with high and low self-esteem.

The third previous study by Anandya in titeld *Teaching Narrative Reading Text by using MURDER method to the eleventh Grade students'* [8]this research aimed to find out the significant improvement on the eleventh grade students' reading comprehension achievement in narrative reading texts before and after being taught by using MURDER method. This previous research was used test to measure the data of students' reading comprehension. Based on this study the data was show that the p-output from independent sample t-test was

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[6] Umar *The Implementation of Murder Technique in Teaching Reading in Classroom*. (Jurnal UNSA:VOL 17 NO 22,2015) p. 117-124

[7] Bella , Mujiyanto, and Faridi *The Effectiveness of MURDER Techniques to Teach Reading Comprehension to students with different self-esteem* . (English Education Journal: VOL 8 NO 1 2018) p. 122

[8] Anandya *Teaching Narrative Reading Texts by Using MURDER method to the eleventh Grade Students'* (Jurnal Pendidikan dan Pengajaran: VOL. 7 no.1.2020).P. 21

lower than 0,05 and the result of p-output from paired sample t-test was lower than 0,05. It means that MURDER method can be implemented as one of alternative method in teaching narrative reading texts.

The fourth of a previous study by Elvina *The Effect of the Grammar Translation Method and the MURDER Technique in Teaching Reading on the Reading Achievement of Eleventh Grade Students' of Senior High School.*[9] The objective of this previous study is to find out which techniques affect the students' reading achievement better. This research was used to measure students' achievement at senior High School .Based on this Study the data was show that Grammar Translation method is better than Murder Technique.

The similarities between the researcher and the previous research is about MURDER method . the first research is to find out the significant of MURDER strategy , the second previous research is to investigate the effectiveness of MURDER and KWL Techniques to teach reading comprehension of students' with different self-esteem, the third previous research is to find out the significant improvement on the eleventh grade students' reading comprehension achievement in narrative reading texts before and after being taught by using MURDER method , and for the last previous research to find out which techniques affect the students' reading achievement better or not used MURDER Method. It means that the similar studies about MURDER Method .but they have different focuses on this research aimed to find out the influence of using MURDER (*Mood , Understand, Recall detect, Elaborate, review)* towards students' Reading Comprehension . The subject of this research is MURDER Method. So that's this research will conduct with the title " **The Influence of Using MURDER (*Mood, Understand, Recall, Detect,Elaborate, Review) Towards Students' Reading Comprehension in Descriptive Text of the Eighth Grade at SMP Islam El-Syihab Bandar Lampung)***

[9] Elvina *The Effect of the Grammar Translation Method and the MURDER Technique in Teaching Reading on the Reading Achievement of Eleventh Grade Students' of Senior High School* (Journal of UNS: VOL.8.no 23.2018)

C. Identification of the Problem

Based on the Background of the Problem this Research will focused to identify the Problem as follows:

1. The lack of effective methods in teaching reading
2. The students' are lack vocabulary and lack comprehend the text at SMP Islam El –Syihab Bandar Lampung
3. The low ability of students in mastering reading text in descriptive text

D. Limitations of the problem

Based on the Background of the Problem this research will limit the problem as follows :

This research will conduct of students' Eighth Grade at SMP Islam El-Syihab Bandar Lampung

1. The Influence of Using MURDER (*mood , Understand, Recall, Detect , Elaborate, Review)* method Toward Students' Reading Comprehension in Descriptive Text of the eighth grade at SMP Islam El-Syihab Bandar Lampung.

E. Formulation of the Problem

Based on the explanation , the formulation of he Problem as follows :

1. Is there Influence of using MURDER (*mood , Understand, Recall, Detect , Elaborate, Review)* Method Toward students' Reading Comprehension in Descriptive text of the eighth Grade at SMP Islam El-Syihab Bandar Lampung?

F. Objective of the Research

By the Problem of this research , the objectives of the research are as follows :

1. To find out the influence of using MURDER (*mood , Understand, Recall, Detect , Elaborate, Review)* Method Toward Students' Reading Comprehension in Descriptive of the Eighth Grade at SMP Islam El-Syihab Bandar Lampung

G. Significant of the research

At the end of this research ,it is expected that the result of this research can be used as follows :

1. Theoretically

   As a supporting information that "MURDER Method " can be used as a Method in teaching learning process particularly in reading.

2. Practically

   a. For students'

      After reading this research is expected to enrich the study of English. Especially about Descriptive text by using Murder Method in the classroom

   b. For another researcher

      Hopefully , the result of this research is expected to be an inspiration for another researcher who interests to conduct research, and can give them the information about the method to Teaching and Learning Reading Skills

   c. For the reader

      The result of this research is expected to give new knowledge and understanding as the information to the english teachers especially that they are able to use "MURDER Method" as a method in teaching reading to improve students' reading comprehension.

H. Scope of this Research

In this research, the scope of the research are :

1. Subject of the research

   The subject of the research will be the students' at the eighth grade of SMP Islam El-Syihab Bandar Lampung in 2021/2022 academic year.

2. Object of the research

   The object of the research will use MURDER (*mood , Understand, Recall, Detect , Elaborate, Review)* method in comprehending Descriptive Text

3. Place of the research

   The research will conduct at SMP Islam El-Syihab Bandar Lampung

4. Time of the research
   The research will conduct at the first semester in 2021/2022

I. Relevance Studies

1. The first previous study was conducted Umar in titeld *The Implementation of MURDER Technique in Teaching Reading in Classroom* [10]. This research was a descriptive research. The researcher took the second semester students'. This research was used documenting, observing and interviewing to collect the data instruments. Based on this study the data was show that the implementation of the MURDER technique can improve students' reading in teaching and learning process and some strengths of the MURDER technique in teaching reading those are encourages the students to relax and focus on the task, elicits students' prior knowledge of the reading , enhances motivation, and fitted to classroom work group.
2. The second previous study was conducted by Bella. Etc in titeld *The Effectiveness of MURDER Techniques to teach reading comprehension to students with Different self-Esteem*[11]. This research aimed to investigate the effectiveness of MURDER and KWL Techniques to teach reading comprehension o students' with different self-esteem . This research used questionnaires to measure the data of self esteem students' and tests to measure students' reading comprehension used MURDER and KWL techniques. Based on this previous research the data showed that MURDER and KWL are effective to teach reading comprehension to the students' with high and low self-esteem.
3. The third previous study by Anandya entitled *Teaching Narrative Reading Text by using MURDER method to the*

[10] Umar *The Implementation of Murder Technique in Teaching Reading in Classroom*. (Jurnal UNSA:VOL 17 NO 22,2015) p. 117-124

[11] Bella , Mujiyanto, and Faridi *The Effectiveness of MURDER Techniques to Teach Reading Comprehension to students with different self-esteem* . (English Education Journal: VOL 8 NO 1 2018) p. 122

eleventh Grade students' [12]this research aimed to find out the significant improvement on the eleventh grade students' reading comprehension achievement in narrative reading texts before and after being taught by using MURDER method. This previous research was used test to measure the data of students' reading comprehension. Based on this study the data was show that the p-output from independent sample t-test was lower than 0,05 and the result of p-output from paired sample t-test was lower than 0,05. It means that MURDER method can be implemented as one of alternative method in teaching narrative reading texts.

4. The fourth of a previous study by Elvina *The Effect of the Grammar Translation Method and the MURDER Technique in Teaching Reading on the Reading Achievement of Eleventh Grade Students' of Senior High School.*[13] The objective of this previous study is to find out which techniques affect the students' reading achievement better. This research was used to measure students' achievement at senior High School .Based on this Study the data showed that the Grammar Translation method is better than Murder Technique.

J. Writing System

To facilitate the preparation, this proposal is divided into three parts, namely: first, it contains the initial section or formality which includes: title page, motto page, presentation page, curriculum vitae page, introduction, table of contents, secondly making the core section consisting of chapter 3 among others :

Chapter I introduction, which consists of confirming the title, reasons for choosing the title, background of the problem, identification and problem definition, problem formulation, research objectives, research significance, relevant previous research studies, research methods and systematic discussion.

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[12] Anandya *Teaching Narrative Reading Texts by Using MURDER method to the eleventh Grade Students'* (Jurnal Pendidikan dan Pengajaran: VOL. 7 no.1.2020).P. 21

[13] Elvina *The Effect of the Grammar Translation Method and the MURDER Technique in Teaching Reading on the Reading Achievement of Eleventh Grade Students' of Senior High School* (Journal of UNS: VOL.8.no 23.2018)

Chapter II contains the theoretical basis for the influence of the family environment on children's compliance in implementing school rules, the first sub-chapter is the concept of the family environment, its types, indicators and benefits, followed by the second sub-chapter on child compliance in implementing school rules and regulations.

Chapter III contains the research methods that will be used in this study, an explanation of the research design, sample, population, data collection techniques, research instruments and data analysis techniques.

CHAPTER II
THEORETICAL FRAMEWORK AND HYPOTHESIS SUBMISSION

A. Theory

This chapter will explain a theoretical foundation that described the concept of MURDER Method, and Concept of Reading Comprehension and will take the Hypothesis

1. Concept of Reading

a. Definition of reading

Reading is a basic skill where learner's start to learn and gain information and knowledge. There are four skills in English which should be mastered, they are: listening, speaking, reading, and writing. Reading is one of the most important. In teaching reading, it is important to define reading in order to avoid misunderstanding and interpretation about reading the definition. Many experts have defined and analyze it in many different ways.

According to Nunan reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. It means that reading is a process of understands meaning from the text. In reading a text, the reader should integrate their background knowledge with the text to create meaning. It can make the reader easier to get the main ideas from the text and their reading activity will be a success.

Heilman defined that reading as a complicated process. It is supported by Brassel, reading is a multidimensional process that involves the eyes, the month, and most importantly, the brain. It means that reading is a result of the interaction between the eyes, the ears, the mount, and the brain. Reading is a source of learning and enjoyment. As a source of learning, reading can build previously learned vocabulary and grammar, it can help learners learn new vocabulary and grammar and through success in language use.

According to Harmer, reading is an incredibly active occupation. To so it successfully, we have to understand

what the word mean .[14]In other words, reading is an important activity. In reading a text, the readers also need to understand what they read, and what the words mean. It can make the reader easier to get main ideas from the text and their reading activity will be successful.

According to Patel and Jain, reading is an active process that consists of recognition and comprehension skills. It means that reading is an active process involving recognition and comprehension skills to construct meaning from written text to get the message of the text. [15]

Based on the explanation above, it can be concluded that reading is an important activity to gain and update our knowledge. For students, reading can be meant for their success in language learning. Reading also is an interactive process between readers and the text. The readers automatically interact with the text to get the main information in the text. It can make the readers comprehend the text easier if they are serious in the reading process. In reading, several types of reading should be known by the readers. They are intensive reading and extensive reading

b. Types of Reading

Nation stated that there are two kinds of reading. Intensive reading and extensive reading. The explanation is as follows :

1) Intensive Reading

Intensive study of reading text can be meant to increase learners' knowledge of language features and their control of reading techniques. The classic procedure for intensive reading is the grammar-translation approach where the teacher works with

[14] Harmer Jeremy, *how to teach English (an introduction to the practice of English language teaching)*. England : Longman , 2001.p.70

[15] M.F . Patel and Praveeen .M.Jain.*English Teaching (Methods, Tools, and Technique)*. (Jaipud:Sunrise.2008).p.114

the learners. Intensive reading needs a deep understanding and it closely relates to the grammar and correct arrangements through language features.

Broughton defined that intensive reading is typically concerned with text of fewer than 500 words. The objective is to achieve a full understanding of the logical arguments, the theoretical arrangement or pattern of the text, of symbolic, emotional, and social overtones, of the attitudes and purposes of the author, and the linguistic.

2) Extensive Reading

Based on Patel and Jain extensive reading is the reading pleasure. The teacher should regard the special interest of the readers. It encourages students to enjoy the reading activity, the teacher needs to find ways to make them interest and have joyful reading activity.[16]

Brown explained that extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc). It says that extensive reading comes with longer text than intensive reading but its purpose is just to find the general pieces of information instead of specific and complicated reading text.

From the explanation, it can be concluded there are two types of reading: intensive reading and extensive reading. Intensive reading involves reading short text to extract specific information along with a deep understanding of grammar, language features and some aspects in linguistics, students must focus on the text to get the extract meaning and comprehend the text well. Meanwhile, extensive

[16] Nation, I. S. P. . Learning vocabulary in another language. (Cambridge: Cambridge University Press.2001)

reading involves students reading long text for general understanding, with the intention of enjoying the text.

2. Concept of Reading Comprehension

a. Definition of Reading comprehension

The main purpose of reading is comprehension or to get meaning from written text without comprehension reading is a frustrating, pointless exercise in the word calling it no exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their entire lives. Tankersley states comprehension is the center of reading that is the heart of the reading process and we bring our life experiences to the act of reading. It means that comprehension is the power of reading. It is also influenced by the experience of the reader. Moreover, Karen states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency.

1) Main Idea (topic), the idea or topic that discusses in the text.
2) Expression / idiom/ phrase / in context.
3) Inferences (implied detail), part of the text that assumes the reader already learned about a specific topic.
4) Grammatical features
5) Detail (Scanning for a specifically stated detail), the specific information in the text.
6) Excluding facts not written (unstated details), the specific information in the text.
7) Supporting idea, the idea that backs up the main idea.
8) Vocabulary in context, words that have the same meaning (synonym) [17]

[17] Blanchard , Karen and Root m Christine *Ready to write more* (new York :Addision Wesley Longman (1997).

From those statements it can be concluded that reading comprehension is the reader ability to take information or message from a paragraph or reading text including the ability to deal with a question related to the main idea, inferences expression/idiom/ Phrase in context, grammatical features, detail, excluding facts not written, supporting ideas and vocabulary in context.

b. Levels of Reading Comprehension

Their levels of reading comprehension are mentioned by Heilman, they are literal comprehension and critical comprehension:

1) Literal Comprehension

Literal comprehension refers to information explicitly stated in the written text. At a basic level, the readers are needed the ability to understand the meaning of words before recognizing the detailed message, then the readers are required to link the grammar theories with the main idea presented in the passage. In the last step in literal comprehension, the readers are needed to sequence all the information stated in the passage.

2) Inferential Comprehension

Inferential comprehension is the process of how a reader derives an implicit in the passage. The reader needs the ability to detect the mood of the material such as the authors' tone, purpose, and attitude to make a generalization, to see the relationship, and to draw a conclusion at the end of a story. A reader is required to think harder when applying this comprehension level.

3) Critical Comprehension

Critical comprehension is a higher thinking level of reading. The reader should be actively reacting to the information presented by the authors. The readers are needed the ability to analyze the information and link that information to their

background knowledge. Further, the readers evaluate the value of it as information and give personal Judgments as feedback to the author.[18]

c. Factors Affecting Reading Comprehension

Low reading comprehension skills are caused by a variety of factors. Dallman defined the factors which are responsible for the depth of readers' comprehension as follows: the difficulty of the material, intelligence, environment, emphasis on word recognition, emphasis on oral reading, the background of the reading selection, adjustment of reading techniques, and rate of reading.

1) Difficulty of Material

The difficulty of the material is proposed as one of the major causes of lack comprehension. Especially multiple concepts in reading material, it contributes to the difficulty absorbing material. Teachers sometimes supply the students with advance materials beyond their capabilities. In the same manner, unsuitable methods that the teachers used may caused frustration to the student

2) Intelligence

Readers ability to comprehend is sometime limited by the richness of their background knowledge and vocabulary that readers have the more success of reading comprehension they would be. Therefore, mental maturity should be taken into consideration in terms of determining where reading instruction should start.

3) Environment

The unpleasant environments such as noisy surrounding, inadequate lighting, high or low temperatures, and distracting surroundings may interfere the students' comprehension.

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4) Emphasis on Word Recognition
   All assignment would be wasted only if the students know how to make word meaning properly. The deficiencies in comprehension are sometimes cause by the lack power of concentration on the recognition of individual words. Emphasizing on word recognition is enormously important in reading comprehension. Teachers should teach the students how to use dictionary and how to build word meaning.
5) Emphasis on Oral Reading
   When students do oral reading, automatically they interpret the meaning of the text passage through their mouth. The more practice students on oral reading the more accurate they on comprehending the text.
6) Background for a Reading Selection
   Concept about reading material and experience are frequent problems of students poor reading comprehension. Teacher should be careful in selecting type of reading passage. Disorganized text materials such as used advance textbook to younger learner, give them irrelevance contents, and supply them with unfamiliar glossaries should be ignored by the teachers. Therefore, teachers should aware to select textbook, and distribute it efficiently to the students.
7) Adjustment of Reading Techniques to purpose
   The importance of adjusting reading techniques and choosing the right type of material are crucial factors in determining success comprehension
8) Rate of Reading
   The wrong selection in adjusting the reading rate to the type of material, such as newspaper, textbook, novel or, magazine might cause failure in comprehending the text material. In addition, Harris, and Smith identify five major determinant factors of

reading comprehension as follow: Background experience, language abilities, and thinking abilities, affection(interest, motivation, attitudes, beliefs, and feelings, intelligence), and reading purposes.[19]

Based on the explanation above, it can be concluded that there are several factors that may influence the success of the reading comprehension process, they are the difficulty of the material, intelligence, environment, emphasis on word recognition, emphasis on oral reading, a background of the reading selection, adjustment of reading techniques, and rate of reading. All those should be avoided in order to again successfulness on reading comprehension.

3. Concept of Genre Text

a. Definition of Genre Text

Text is made up of a number of sentences. It means that text is set pf sentences that consist of some paragraph. Each Paragraph in the text has ideas, the text also can represent both spoken and written communication. Text is a unit of meaning which is coherent and appropriate for its context. It means that text is a set of paragraphs that have coherent and appropriate ideas.

According to Siahaan, the text is any meaningful linguistic unit in both linguistic context and nonlinguistic context. He also defines that a text as both spoken text and written text. It means that text is very closely related to humans communication in their daily life. The text includes written text and spoken text. Written text is expressed in written form while the spoken text is expressed orally.

According to Wallace in Hedcock and Ferros, a text is a verbal record of a communicative act. It means that a text could either be written or a transcribed version of the

[19] De Boer, John J. & Dallmann, Martha. 1966. The Teaching of Reading. New York:Holt, Rinehart and Winston, Inc.

speech. Moreover, Hartono states that text is a unit of meaning which is coherent and appropriate for its context. It means that the genre of the text is a unit of the context that coherent with the meaning of the text itself.

b. Type of the Text

Based on the syllabus, many types of text are taught in Senior High School. They are Descriptive Text, recount, procedure, report, recount and etc. Based on Siahaan, they are some types of text :

1) Recount
   It is the kind of genre that has a function to retell events for the purpose of informing or entertaining.
2) Report
   It is a kind of genre that has the function to describe the way things are a worth reference to a range of natural, man-made, and social phenomena in the environment.
3) Explanation
   It is a kind of genre that has the function to explain the process involved in natural or cultural phenomena
4) Exposition (analytical)
   It is a kind of genre that has the function to persuade the readers or listeners that something is related to the case.
5) Discussion
   It is the kind of genre that has a function to present (at least) to point view about an issue.
6) Procedure
   It is the kind of genre that has function to describe how something is accomplished through a sequence of actions or steps.
7) Recount
   It is kind of genre that has a function to amuse, entertain, and with actual various experiences in different ways. Recount deals with problematic events which lead to crises or turning points of some kind, which in turn finds a resolution.

4. Concept of Descriptive Text

a. Definition of Descriptive Text

Descriptive is a type of written text with a particular purpose to defined an object such as human or non human. Descriptive text clarified about person, item, and position in a special way. Zemach and Rumisek added that a descriptive paragraph explains how someone or something looks or feels. A process paragraph explains how something is done.[20]

As explained by Oshima and Hogue that descriptive writing appeals to the senses, it tells how something looks, feels, smells, tastes, and sounds.[21] A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. It suggests that descriptive writing is depends on colorful language to bring a subject to life. Descriptive text is a text that gives information about particular person, place, and thing. Gerot et al in Mursyid stated that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.[22] The characteristic features of a person, an animal or a particular thing become the focus of descriptive text. The point about descriptive text is gave a description of something in particular in order to help the people perceive it through words.

The conclusion from explanation above, descriptive text is a written English text in which describe the characteristics of something, it can be a person, a place or thing. Besides that, descriptive text tells something

[20]Zemach, and Rumisek, *Academic Writing From Paragraph to Essay*, (Oxford: Mc.Milan Publisher Ltd, 2005), p.25

[21]Oshima, A., and Hogue, A., *Introduction to Academic Writing (3 rd Edition)*, (New York: Pearson Education, Inc, 2007), p.61

[22]M Mursyid PW, *English Learning Handout*, Available at http://mmursyidpw.files.wordpress.com/2011/02/ learning-description.pdf (accessed on november 30th,2020). p.4

explains how someone looks or feels with using the general information and specific information.

b. Generic Structure of Descriptive Text

Descriptive text has structures, Gerot and Wignell in Mursyid said that the generic structures of descriptive text are identification and description:

1) Identification

   The aim of identification is to identify the phenomena that to be described. It identifies who or what to be described. The identification usually stated in the first paragraph to introduce reader what to be describe in the next paragraph. It also can be in form of definition.

2) Description

   The function of description is to describe part, qualities, and characteristics. In this part, the writer explains about the subject in detail.[23] It used to support the identification.

Finally, it can be concluded that descriptive text is a written English text in which describing about person, place, or thing with detail. Besides that, descriptive text tells something explains how someone looks and feels with using the general information and specific information. It means that descriptive text is a paragraph arrangement that consist of generic structures that can make a good written and good arrangement.

c. The Language Feature of Descriptive Text

The significant grammatical featured in descriptive text are:

1) Focus on specific participant (my English teacher, tia's cat, etc)
2) Use of simple present tense.

[23] *Ibid.p.4*

3) Verb of being and having "relational process" (my dad really cool, he has short black hair)
4) Use descriptive adjectives (strong legs, white clothes).
5) Use detailed noun phase to give information about the subject (very beautiful scenery, a sweet young lady)
6) Use of action verb "material processes" (it eats grass, it runs fast)
7) Use of adverbial to give additional information about behavior (fast, at yard).

The example of descriptive text:
Descriptive of Person

Taylor Swiff

Her full name is Taylor Alison Swift. Her nickname is swift or sometimes Taylor. She is American. She was born on 13 December 1989 in Pennsylvania, USA. She is an American singer – song writer. (*Identification*)

Taylor swift is 165 cm tall. She has oval face, long and blonde hair, and white skin. Her face looks friendly and beautiful. She always smiles whenever she sings. Taylor's hobby is playing guitar. **(***Description*).

5. Concept of Reading Comprehension in Descriptive text

Comprehension very important in reading process.it is because comprehension is the center of reading . [24] it means that he purpose of reading is to comprehension the text . Karen states that reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and word knowledge , and fluency. [25] it means that reading comprehension is a

[24] Karen Tankersley . *The Thread of Reading : Strategies for Literacy DEVELOPMENT* . 9Virginia : Library of Congress Cataloging in Publication Data . 2003)

[25] Karen R Haris and Graham Steve , *Teaching Reading Comprehension of students with learning difficulties* (New York : The Guilford. 2007)

complex process to interpret the meaning from the written text . according to Brown , There are some aspects of reading that is used in measuring students' reading comprehension ability [26] they are : main idea. Expression /idiom/phrase/ in context , inference , grammatical features, detail , excluding facts not written , supporting idea , and vocabulary in context.

Descriptive is a type of written text with a particular purpose to defined an object such as human or non human. Descriptive text clarified about person, item, and position in a special way. Based on the explanation above , the writer can conclude that reading comprehension in descriptive text is the process to getting the message of the description that tells at the time including the main idea, Expression /idiom/phrase/ in context , inference , grammatical features, detail , excluding facts not written , supporting idea , and vocabulary in context.

6. MURDER (Mood, Understand ,Recall,Deteact, Elaborate, and Reviewing)

a. The Concept of MURDER Method

The MURDER is a method under the cooperative learning. Cooperative learning is successful teaching strategy in which small terms, each with students' of different levels of ability , use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not each member of a team is responsible not only for learning what is taught is responsibe not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement until all group members successfully understand and complete it.

According to Cromley MURDER is the acronym of *mood, understand, recall, detect, elaborate and review* ,

[26] Douglas Brown , *Language Assessment Principles and Classroom Practice* (San Fransisco: Pearson Education Longman . 2004)

it is one of general problem solving strategies that are too general for most students; to apply.[27]It means in that there are already several methods that can help students understand reading text, not just understanding because students are also taught how to review a reading that they understand well.

According to O'donell and Donald Danserau MURDER is the variant of the Cooperative Learning Script which was develop become a better method to teaching the material. [28]Based on this statement MURDER is kind of method to teaching English in the Classroom that was develop from Cooperative Learning. Originally , the Cooperative Learning Script requires each pair member to read the first section of a passage and one pair member then serves as recaller and attempts to orally summarize from memory what has been learned. The other member serve as the listener or facilitator and attempts to correct errors in the recall (metacognitive activities) and to further facilitate the organization and stronge of the material (elaborate activities).

According Lee Maureen, and George MURDER method is asks the students' to collaborate perform he thinking tasks or summarisin na d elaborating on reading material.[29] It means that MURDER is one of method to teaching and learning process that specially for reading skills. Because MURDER was support with strategy that really effective to comprehend the text because, it engages the students' collaboration in group, both recaller and detector group.

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[27] Kavonia *Teaching Narrative Reading Texts by Using MURDER method to the Eleventh Grade Students'* (Jurnal Pendidikan dan Pengajaran.VOL.7.No.1.2020)

[28] Umar *The Implementation of MURDER Technique in Teaching Reading in Classroom* . (Jurnal UNSA Progress.VOL17.NO.22.2015)

[29] Pandiangan, Sinagaa, Ginting *Applying MURDER Technique to improve students' reading comprehension of the seventh Grade stduent's of SMP Santo Thomas 1 Medan in the academic year of 2020/2021* (Kairos ELT JournalVOL.4.no 3 2020)

Jacobs also was define that MURDER embodies the key cooperative learning concept.[30] Because MURDER technique can be applied with pair or groups of the students, and then each pair of group got one of passage to analyze. . It means that MURDER can key students' interest and have a new idea to got new knowledge.

According to Sanjaya MURDER is include of *mood, Understand, Recall, Digest, Elaborate and Review*. Mood is an English terms that means mood. In learning a positive mood can create spirit of learning so that the concentration of learning can be achieved as much as possible and can absorb what has been learned, next is Understand or understanding is to understand correctly or know right, understanding can be interpreted also mastering certain with the mind, then learning means having to understand mentally and philosophically the meaning and plication and applications, Recall or Repeating is an active effort to enter information into long-term memory. This can be done by binding facts into visual, auditory , or physical memory. Digest or digesting is the understanding of students; really understand the purpose of the material and imagine the material in succession, Expand that development , it will know more about things related to the material being studied, the last is Review is to re-learn the subject matter that has been studied. A learning process will take place effectively when he information is selected. [31]

Based on all of the statement it can be conclude that MURDER is cooperative technique in teaching and learning. It is learning strategy in connecting by the learning results, MURDER containing Six phases which

[30] Jacob, G.M., 1998. *Cooperative Learning: A Source Book of Lesson Plan Teacher Education*. Singapore: SEAMEO Regional Language Centre.

[31] Priambodo *"Pengembangan Perangkat Pembelajaran Kooperatif tipe MURDER (mood, understand, recall, digest, expand review) pada mata pelajaran memperbaiki peralatan rumah tangga listrik di SMK Raden Patah Mojokerto* (jurnal Pendidikan. VOL.5.no 3.2016)

is stand form mood phase by giving motivation, understand phase by underlining students' book , recall phase by discussing important points, digest phase by doing experiment, expand phase by literature studying, and review the whole material. MURDER learning method applied by giving evaluation sheets that is suitable with six phases of MURDER learning strategy.

b. Basic Steps in MURDER Method

According to Hytecher deine that there are six step in MURDER method. As follows :

1) Mood

According to Hythecker mood setting of MURDER method encourages the students to relax and focus on the tasks at the hand and to set actions points for the initiation of the subsquent passess. It means that mood is a setting proper mood for learning by relating and focusing on the learning task. Teacher should establish a positive mood for learning because as the saying goes " unfamiliar breed disdaily" so students should try first get to know the material, the lecturers / authors the basic principles book. Once we are familiar with them, a percent for the course will grow. Teacher also need to try create a happy feeling every time, environment and learning attitude that fits each personality best. These activity can lead to the following :

a) Increased " on task" behavior by preparing the students to better cope with distractions
b) Increased efficiency in the use of study time by reducing anxiety
c) General familiarity with the material and the task as a result of setting action points.

2) Understanding

During this stage , the students' are encouraged to follow the author's main train through without getting bogged down by difficult or unfamiliar material.

Reading a passage section for understanding with no pressure to memorize or comprehend details in this step learners are supposed to read the whole book of basic principles though mark sentences or words in which they don't' understand . this can lead to :

a) Improved use of context by removing pressure to understand in detail
b) Greater focus main ideas and macrostructure, which should lead to more efficient scherma extraction.

3) Recalling

In this step the learners are required ti work in pairs . one plays as an speaker and the other as an listener. The students' are guided in making a summary of the main points in the material just read . this may done quickly and in the students' own words but as accurately and throughlyas possible without referring to the written material. By one partner or the speaker , the material read in an oral summary. Summarization can result in:

a) Rehearsal of the material
b) Self- testing over the material , leading to improved metacognition
c) The necessity for deciding which ideas are central or key
d) Transformation of the material into an oral mode and into the students' own word leading to multiple encodings

4) Detecting

The other partner plays as the listener and tries to detect and correct misconceptions and identify omissions . In his step , the learners are and complete as well as possible by detecting any errors or omission. First from memory and then by referring to the written material. This step can lead to improved recall performance due to :

a) Additional rehearsal of summarized material

b) Further self- testing over the material
c) Additional decision making about main ideas
d) Application of fix up strategies that can ameliorate comprehension and recall difficulties

5) Elaborating

Elaborating by both partners is guided in making the information in the summary more memorable by means of various technique such as reorganizing the information into a form more easily handled likes outline of network form, trying key points to prior knowledge , and transforming the information by using picture.

6) Review

In this step the students' are asked to produce a supersummary of all the passage sections, including the most important points from all the section summarizes this process result in this step activities such as focusing on main ideas while reading for understanding, and rehearsing and recoding during the recall detect , and review steps would generally be helpful to all students'. But particular transformation activities in elaborate step would vary in usefulness with the type of study material and with learners cognitive style. The basic steps can be used to drive instruction in the classroom. The teacher can create lesson plans based upon the interests of the student;s and their needs. Using this method can increase motivation and attention. [32]

c. The Procedure of MURDER Method

The steps in applying MURDER method given by Cafferty , Jacobs and Indings (in Previous Study By Umar) :

1) The teacher gives the topic of discussion

[32] Kavonia *Teaching Narrative Reading Texts by Using MURDER method to the Eleventh Grade Students'* (Jurnal Pendidikan dan Pengajaran.VOL.7.No.1.2020)

2) The teacher divides the students into some groups. One group consist of 2 students'
3) The teacher distributed the text that will be discussed to the students'
4) In the group , the pair sets the proper mood by relaxing and focusing on the learning task . in thi step , they can chat very briefly . then they should decided how they will signal each other when they have finished reading a section
5) Next , the step of understanding. The students' read silently the same section of the text , starting from the beginning, one section of the next , starting from the beginning one section at a time .
6) After reading silently the pairs stop . one member of the pair recalls the main points of the section without looking down at the page, while the other tries to detect and correct misconception and identify omissions
7) Then , they both elaborate on the text content to make it memorable by providing examples, opinions, and connections based on their prior knowledge.the pairs continue to go through the section or paragraphs of the text , rotating the roles of summarized and text, monitoring until completing the text , at which point they formulate an overall summary
8) If the students' are having trouble , the teacher can help them, but make an appropriate intervention. [33]

d. The Advantages of MURDER method

There Are some strength of MURDER method, They are as follows :

1) Mood

It helps the students to focus on the task , to become familiar with the material and the task , and to use the study time efficiency . it also alow the students; to

[33] Umar *The Implementation of MURDER Technique in teaching reading in classroom* (JOURNAL UNSA Progress .vol.17 NO 22)

study more effectively , because an individual will usually not be able to study effectively if the students in an environment that is distracting or just generally irritating.

2) Understand
   It helps the students to follow the author's main train by removing pressure to understand in detail
3) Recall
   This step help students to rehearse the material , o identify the main idea of each paragraph , and to transform the material into an oral mode and into the students' own word .
4) Detect
   It encourages the students to make the summary as accurately as possible by detecting any errors or omissions. It helps the students to improve their ability in summarizing the material.
5) Elaborate
   It guided the students to give the information in the summary more memorable
6) Review
7) It guides the students; to produce the super summary for the entire passage [34]

According to Yumangrata , the MURDER technique has its strength , such as the following :

1) Making the students work together to share what they have learned to their friend
2) Research on the MURDER suggests that it increases comprehension and recall . several elements of the script may account for this:

[34] Kavorina *Teaching Narrative Reading text by using MURDER method the eleventh Grade Students* (JOURNAL pendidikan dan pengajaran. VOL. 7.NO 1. 2020)

3) Working with someone else may help keep students' on task .
   a) Talking about the text may help recall and comprehension
   b) Identifying main ideas may help recall and comprehension
   c) The detecting step gives an opportunity to correct misunderstanding
   d) The elaboration may help connection the ideas in the texts with readers lives and give them an opportunity the ideas in the text with readers lives and give them an opportunity to raise questions
   e) The review step may help puth each section into a larger recall
4) This method can be used for all the skill s(reading, speaking, listening,and writing) so all the skill can be taught
5) Small group pairs) can have quality discussion because if the students work in pair they will more focus in study and also each member of the group will pay attention to check his/her friend understanding
6) Making positive interdependence (sink or swim together) which means that each group members' efforts are required and indispensable for group success and also each group member has a unique contribution to make to the joint effort because they know to make their group can reach the goals. [35]

e. Disadvantages of MURDER Method

Besides its advantages, *MURDER* method also has some disadvantages based on Hytecher, Danserau and Rocklin as follows :

[35] Ibid 20

1) The group setting should be heterogeneous based on the students' characteristics , and it should be not too big of each group
2) The wrong choice of choosing the member of each group will make conflict among the members that will not promote better learning
3) The students' will not succeed if they cannot work well together
4) The method does not work due to students' passivity [36]

B. Hypothesis

Based on formulation of the problem, the hypothesis as follows:

H_α : There is influence of Using MURDER (*mood, Understand, Recall, Digest , Elaborate, Review)* method Towards Students' Reading Comprehension in Descriptive Text of the eighth Grade at SMP Islam El-Syihab in the academic year of 2021/2022

H_o : There is no influence of Using MURDER (*mood, Understand, Recall, Digest , Elaborate, Review)* method Towards Students' Reading Comprehension in Descriptive Text of the eighth Grade at SMP Islam El-Syihab in the academic year of 2021/2022

[36] Ibid 20

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